EL-MOASSER

بتصرية وتحت الإشراف

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

FREE GIFT NOT FOR SALE

GPS

Interactive E-learning Application

FIRST TERM

2nd PRIMARY

MULTIDISCIPLINARY

DISCOVER

2025

By A Group of Supervisors

الممسوحة ضوئيا بـ CamScanner

CONTENTS

THEME 1 | Who Am I ?

Chapter 1 A Day In My Life 1

Chapter 2 Taking Care Of Me 3

Chapter 3 When I Grow Up 5

THEME 2 | The World Around Me

Chapter 1 What Is In The Night Sky ? 7

Chapter 2 Helping My Habitat 8

Chapter 3 Monumental Designs 9

The Gift 10

Glossary 10

Answers of Quizzes 11

الممسوحة ضوئيا بـ CamScanner

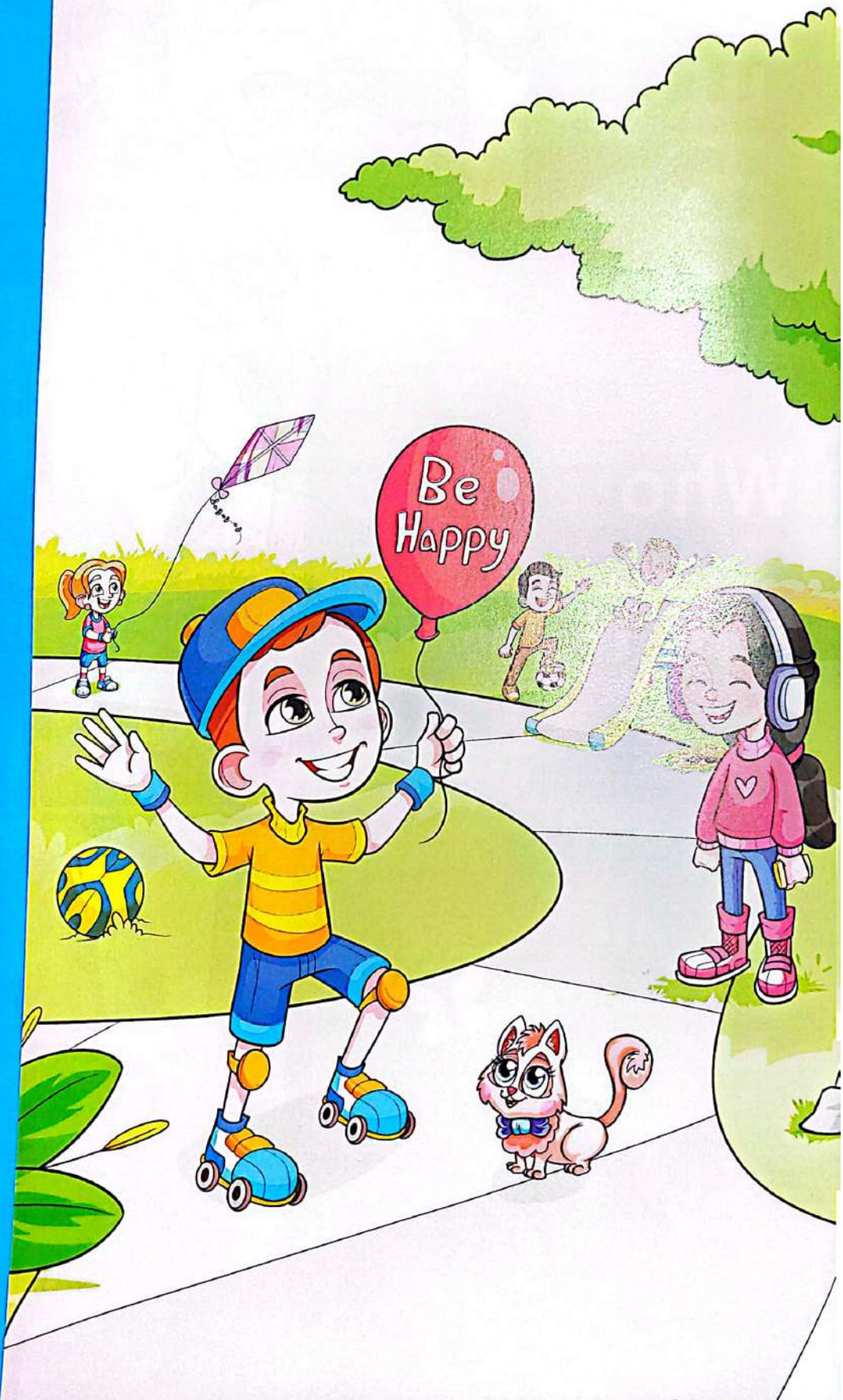
THEME 1

Who Am I ?

الممسوحة ضوئيا بـ CamScanner

CHAPTER ONE

A Day In My Life



الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Describe family structure.
- Identify your child responsibilities in his/her family.
- Identify how to cooperate with family members at home.
- Identify how problems are solved.
- Identify ways your child cooperate with others at school.
- Describe how others can have positive and negative impacts on our behavior.
- Describe what it means to be a good citizen.
- Observe patterns in his/her daily routine.
- Identify strategies to effectively manage time.
- Identify conflict resolution skills to solve problems.

Key vocabulary

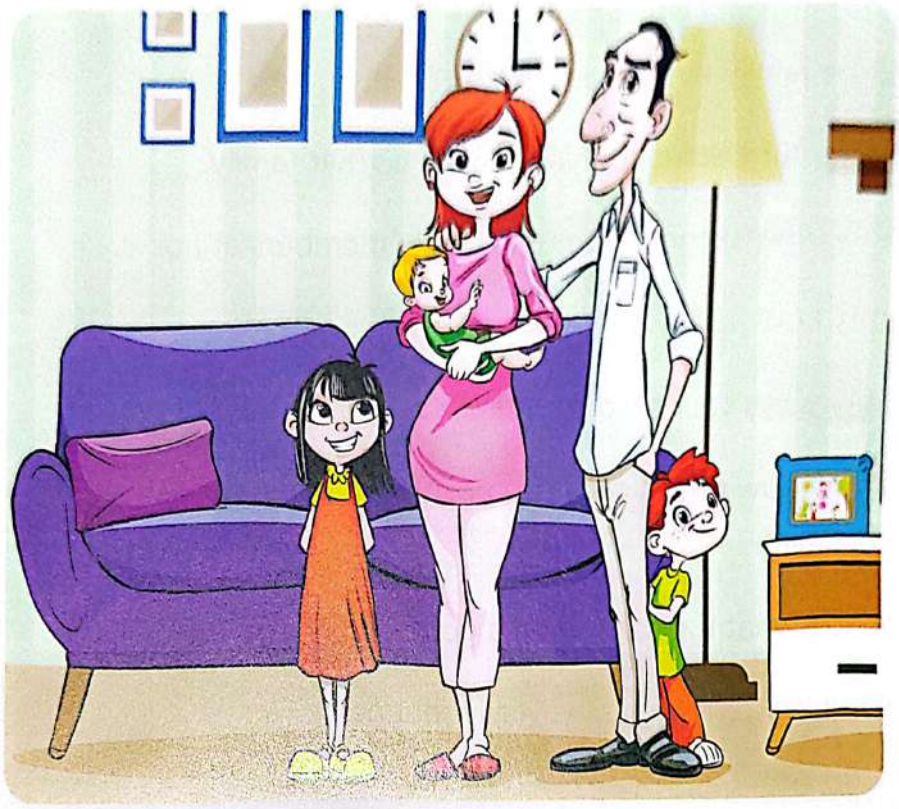
- Community
- Cooperate
- Compromise
- Problem
- Citizen
- Respect
- Priority
- Solution
- Citizenship
- Responsibility
- Routine
- Conflict resolution

الممسوحة ضوئيا بـ CamScanner

Lesson 1

Family Responsibilities

Activity (1) **Read the following paragraph that shows the responsibilities of Shady's family members, then underline the responsibility that Shady can do or help in.**



My name is Shady and this is my family. My mom and dad work during the day. All my family members help each other in my house. Every day I wake up early and tidy my room.

My mom cooks the food for us. Sometimes my big sister Dina and I take care of my little brother Ramy while my mom is cooking the food.

My mom cleans the house. My sister and I always help mom clean too.

My dad always helps me to study my lessons.

If something is broken in the house, my dad fixes it. Sometimes my dad lets me help him to fix the broken things.

Every day all my family members help each other to prepare our dinner.

Notes for parents

- Help your child to read the paragraph.
- Discuss with your child some responsibilities that he/she can help in with the family members.
- **Integration of subjects :** English (reading) – Social studies (family responsibilities).
- **Life skills :** Verbal communication – Self-expression – Setting clear goals.

الممسوحه ضوئيا بـ CamScanner

Activity 2 Write your family member(s) that can do each of the following responsibilities in your house.

Responsibilities	Who can do that ?
Fixing broken things.	
Cooking food.	
Cleaning the house.	
Preparing dinner.	

- Let your child write the family member or members that can do each of the previous responsibilities like (mom, dad, sister, brother, me, ... etc).
- Discuss with your child other family responsibilities and who can do them.
- **Integration of subjects :** Social studies (family responsibilities) – English (writing).
- **Life skills :** Self-expression – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Activity 3 Put ✓ at responsibilities that you can do in your family, then write a sentence to describe if you can or cannot do these jobs.

.....

.....

.....

.....

.....

.....

.....

.....

Notes for parents

- Let your child choose the responsibilities that he/she can do, then write a sentence to describe his/her job like : "I can wash my plate – I can tidy my room".
- Help your child to write sentences that describe some jobs he/she cannot do like : "I cannot wash clothes – I cannot go to the market alone".
- **Integration of subjects :** Economics and applied sciences (getting help from family members) – English (writing sentences).
- **Life skills :** Verbal communication – Self-expression.

الممسوحه ضوئيا بـ CamScanner

Lesson 2

1. Problems And Solutions

Activity (1) **In each paragraph, underline the problem using a red pen and underline its solution using a blue pen.**

My name is Adam. Every day I wake up early at 7 o'clock at morning. But, sometimes I wake up late. My father told me to use an alarm clock to help me wake up early.

My mother noticed that I waste a lot of time in watching TV and playing video games. So, she made me a schedule to organize my time.

My teacher noticed that my hand writing is not good. She advised me to spend more time in practicing writing at home.

- Help your child to read the paragraphs.
- Help your child to recognize the problem and its solution in each paragraph.
- Discuss with your child his/her opinion about each solution.
- **Integration of subjects :** English (reading) – Economics and applied sciences (problems and solutions).
- **Life skills :** Verbal communication – Analyze the parts of the problem.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Write a solution to each of the following problems and write the name of your family member(s) who can help you to solve it.

Problem	Solution	Who can help you ?
I have some troubles with my homework.	....	....
My T-shirt is not clean.	....	....
My wall clock stopped working.	....	....

Notes for parents

- Let your child write a simple sentence to describe a solution he/she suggested for each problem, and which family member(s) can help him/her to solve it.
- Let your child suggest some other problems and let your child think how he/she can solve them.
- **Integration of subjects :** English (writing sentences) – Economics and applied sciences (problems and solutions).
- **Life skills :** Analyze the parts of the problem – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

2. I Can Cooperate At School

Activity (1) Match each sentence with the suitable picture.

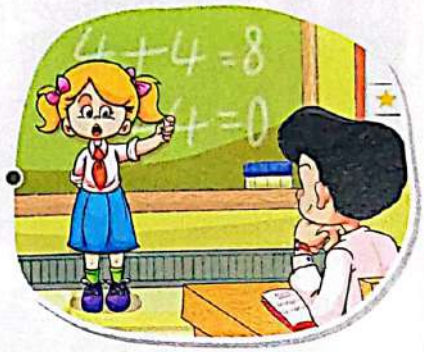
Examples of cooperation ...

Helping my classmate.

Sharing ideas with my classmate.

Listening to my classmate.

Encouraging my classmate.



- Discuss with your child the importance of cooperation with his/her classmates.
- Help your child to know other examples of cooperation.
- **Integration of subjects :** Vocational fields (cooperation at school and home) – English (reading sentences).
- **Life skills :** Good listening – Self-expression.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Complete the sentence below each picture using the following statements.

share materials | act a play | play football | read a story

We ..... together politely.

We ..... with each other.

We ..... together respectfully.

We ..... together.

Notes for parents

- Let your child write each statement below the right picture.
- Let your child mention other activities that he/she cooperates with his/her classmates to do them.
- **Integration of subjects :** Vocational fields (cooperation at school and home) – English (writing).
- **Life skills :** Effective management and organization of tasks – Respect for other opinions.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

I have some responsibilities in my family such as :

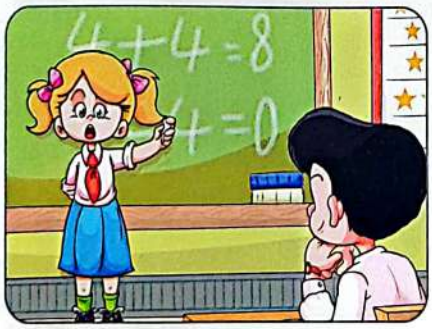
I can tidy my room.

I can wash dishes.

Examples of cooperation .....

Helping others.

Sharing ideas with others.



Listening to others.

Encouraging others.

الممسوحة ضوئيا بـ CamScanner

Lesson 3

Good Citizenship

Activity (1) Match each sentence with suitable picture.

Play & learn

Respectful

As using polite words, listening to others and helping them.

Fair

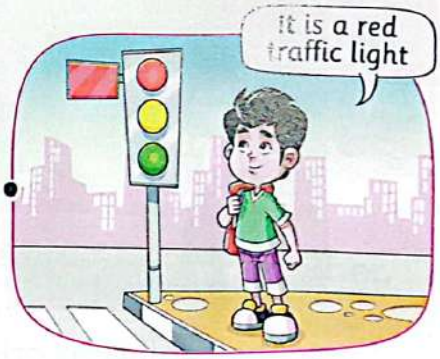
As treating others the way you want to be treated and following the same rules.

Honest

As telling the truth all the time.

Loyal

As doing what you say and following through on your promises.



Notes for parents

- Help your child to notice that he/she should be respectful, fair, honest and loyal to be a good citizen.
- **Integration of subjects :** English (reading sentences) – Social studies (good citizen).
- **Life skills :** Respect for other opinions – Empathy in communicating with others.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Put ✓ beside the respectful behaviour and ✗ beside the disrespectful behaviour.

Follow the traffic lights

Beat my friend

Always say "Please" and "Thank you"

Wait for my turn

Throw garbage in the street

Help old people

- **Write your name to complete the sentence, then read it :**

..... **is a good citizen.**

- Discuss with your child other examples that show how to be respectful and a good citizen.
- Scan the QR code and let your child play the game that shows how to be a good citizen.
- **Integration of subjects :** Social studies (good citizen) – English (reading sentences) – Economics and applied sciences (positive attitudes).
- **Life skills :** Solicit and respect multiple and diverse perspectives to broaden and deepen understanding – Empathy in communicating with others.

الممسوحة ضوئيا بـ CamScanner

Lesson 4

1. Daily Routine

Activity Order the following pictures to show your daily routine by writing numbers in the circles.

Brush my teeth

Do my homework

Eat my lunch

Wake up early

Eat my breakfast

Eat my dinner

Choose what to play

Go to school

Notes for parents

- Discuss with your child his/her daily routine and what activities he/she can add to the above daily routine.
- **Integration of subjects :** Math (writing numbers) – Social studies (daily routine) – English (reading sentences).
- **Life skills :** Observation – Self-expression.

الممسوحة ضوئيا بـ CamScanner

2. Time To Try Something New

Activity 1 Put ✓ at the suitable category for each activity.

Activities	Must do (priority)	Want to do (not a priority)
Eating breakfast	✓	
Watching television		
Playing with my toys		
Studying my lessons		
Tidying my room		

- Let your child classify his/her activities into must do (priority) or want to do (not a priority).
- Discuss with your child some other of his/her priorities and let him/her decide how much time he/she spends doing each.
- **Integration of subjects :** English (reading sentences) – Social studies (must do and want to do).
- **Life skills :** Setting clear goals – Self-expression – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Help the following people to manage their time by choosing the activity they can do according to their priorities. (You can choose more than one activity).

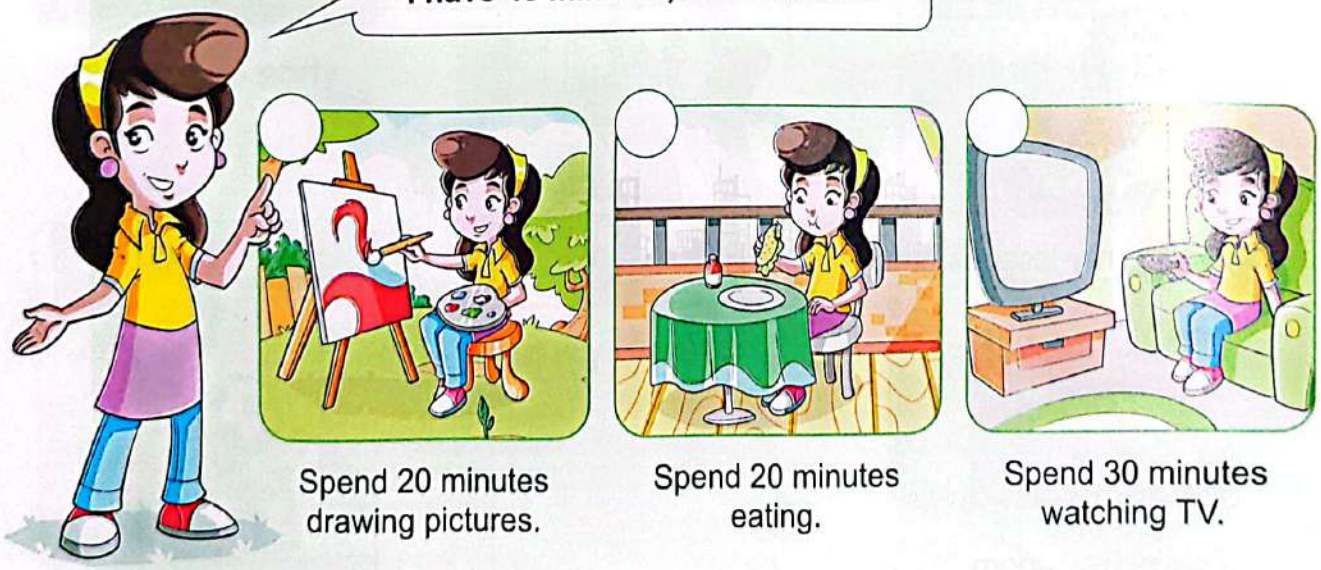
1

Spend 30 minutes playing football.

Spend 15 minutes studying.

Spend 15 minutes eating.

2



Spend 20 minutes drawing pictures.

Spend 20 minutes eating.

Spend 30 minutes watching TV.

Notes for parents

- Help your child to manage his/her time by choosing his/her priorities first, then doing what he/she wants to do.
- **Integration of subjects :** English (reading sentences) – Math (using numbers) – Social studies (priorities).
- **Life skills :** Collecting data – Setting clear goals.

الممسوحة ضوئيا بـ CamScanner

Lesson 5

Strategies For Peace

Activity 1 Read and learn.

Conflict

It means the problem we face is between us and another person.

Conflict resolution

It means finding a way to solve the conflict.

Strategies for peace :

They are the ways we use to find a solution for the conflict.

Such as :

- Compromise : Which means that each person gets some of what they want in order to find a solution.
- Apologize.
- Sharing ideas about solutions.
- Talk it out.
- Say stop.
- Ask for help.

- Help your child to know the meaning of "Conflict, "Conflict resolution" and "Strategies for peace".
- **Integration of subjects :** English (reading sentences) – Social studies (strategies for peace).
- **Life skills :** Analyze the parts of the problem – Demonstrating empathy in communicating with others.

الممسوحة ضوئيا بـ CamScanner

Activity 2 Choose the suitable strategy for peace in each situation.

Hany needs a help from his friend.

Hany can .....

(ask for help – compromise – apologize)

Rashed broke his friend's toy.

Rashed could .....

(go to another activity – apologize – say stop it)

Mazen's friend says bad words.

Mazen can say .....

(stop it – I am sorry – we can compromise)

Ramy and his friend are drawing pictures using the same crayons. Ramy and his friend need the same crayon, they can .....

(stop coloring – compromise – apologize)

Notes for parents

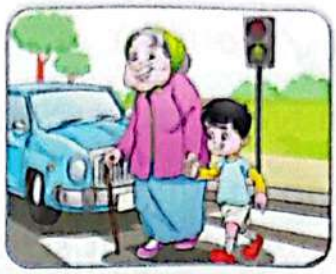
- Help your child to think about different situations and their strategies for peace.
- **Integration of subjects :** English (reading sentences) – Social studies (strategies for peace).
- **Life skills :** Analyzing the parts of the problem – Collecting data.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

To be a good citizen, I must .....

Follow the traffic lights.



Help old people.

Throw garbage in the garbage bin.

Wait my turn.

Strategies for peace are .....

الممسوحة ضوئيا بـ CamScanner

Quiz
On Chapter One

1 Put (✓) or (✗) :

1. I have some responsibilities in my family. ( )
2. Ignoring my classmate is an example of cooperation at school. ( )
3. Apologizing is from strategies for peace. ( )
4. Good citizen should not be respectful. ( )

2 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. We should classify our activities into priorities and not priorities to	a. a way to be respectful.
2. Ramy has troubles in his homework	b. manage our time.
3. Using polite words is	c. he can ask for help from his mother.

1. ..... 2. ..... 3. .....

3 Complete the following sentences using the words below :

(sharing - honest)

1. To be ..... , you should tell the truth all the time.
2. At school, we can cooperate with our classmates by ..... materials together politely.

الممسوحة ضوئيا بـ CamScanner

4 Choose the correct answer :

1. ..... means the problem we face between us and another person.
   a. Conflict b. Responsibility c. Solution
2. Priority is an activity that I ..... do.
   a. want to b. must c. don't have time to

5 Help Rana to manage her time by choosing the activity she can do :

a. Spend 25 minutes playing with toys.

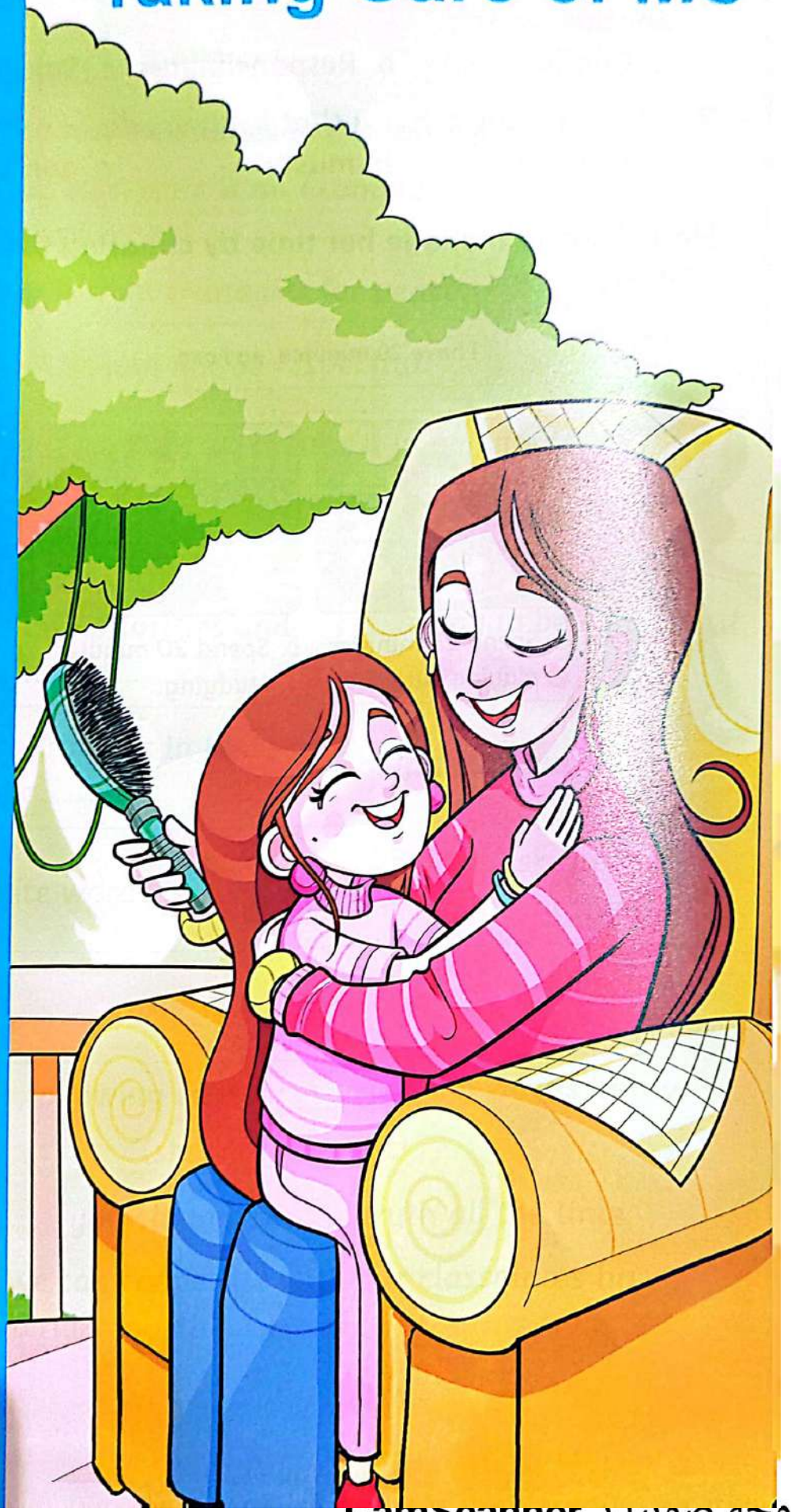
b. Spend 20 minutes studying.

c. Spend 30 minutes watching T.V.

الممسوحة ضوئيا بـ CamScanner

CHAPTER TWO

Taking Care of Me



الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Explain basic changes of human growth and development.
- Explain how external body parts help us meet basic needs.
- Identify external animal body parts and match to their functions.
- Analyze the importance of various body parts.
- Identify major food groups.
- Describe how a diverse diet contributes to health.
- Apply understanding of food groups to composing nutritious meals.
- Describe how making choices affects self, family, school and community.
- Categorize safe habits to maintain health.
- Use mathematics to solve word problems.
- Communicate advice through images and words.

Key vocabulary

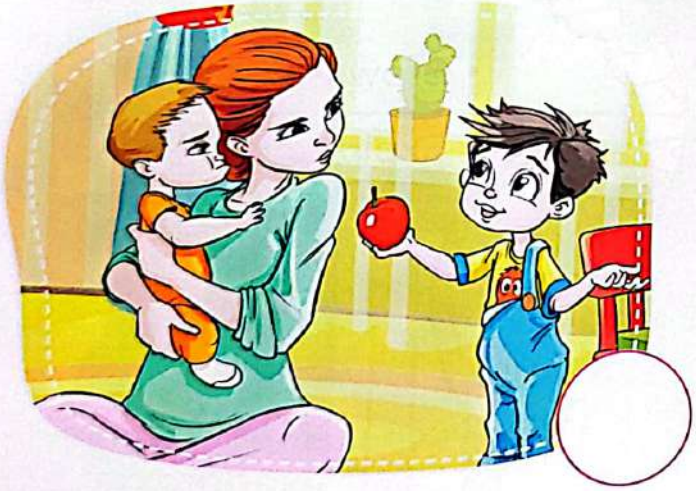
- Living things
- Needs
- Category
- Life cycle
- Food groups
- Function
- Grow
- Expiration

الممسوحة ضوئيا بـ CamScanner

Lesson 1

1. Growing family

Activity Put ✓ on the correct pictures that describe the right acts towards babies.



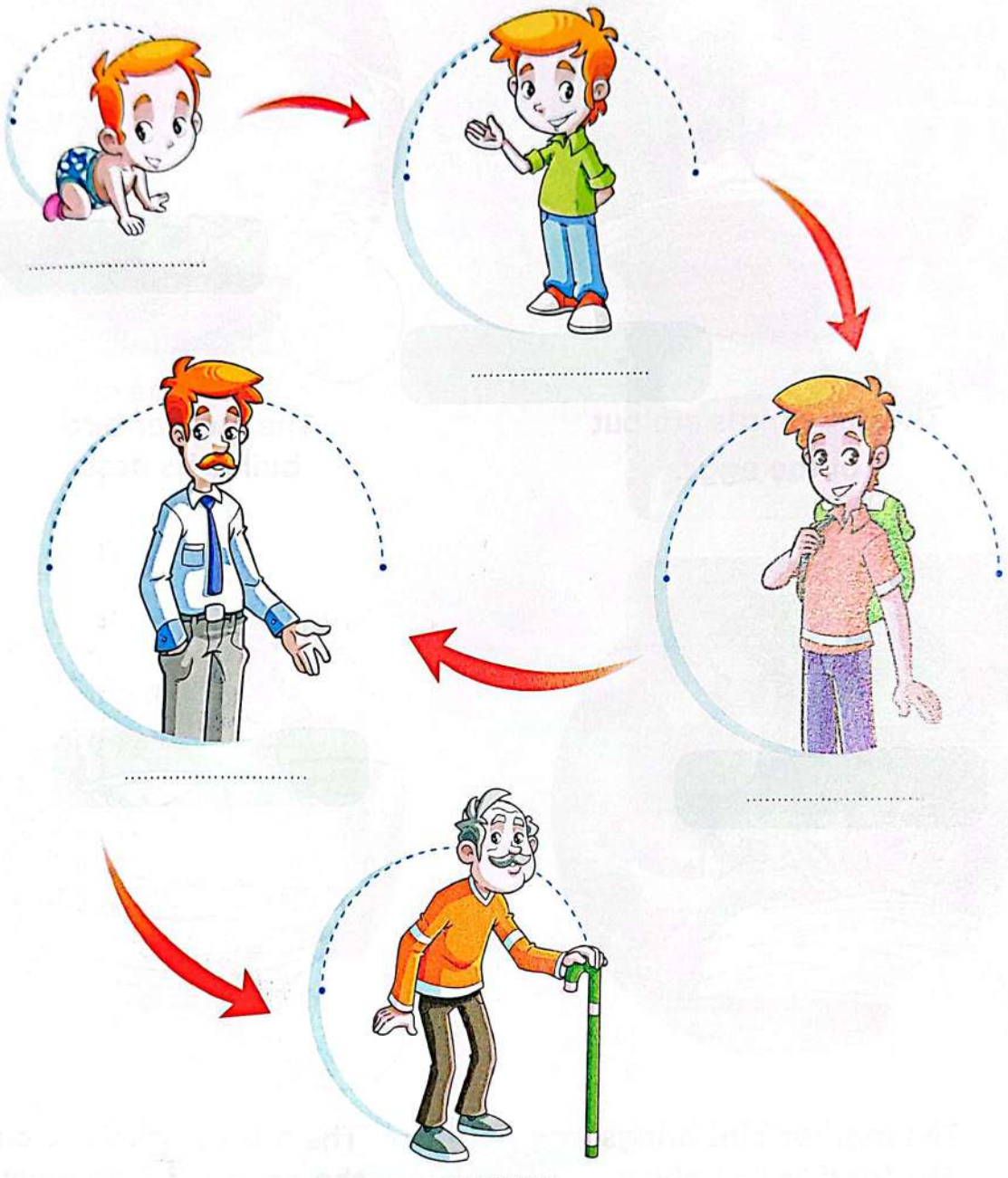
- *Help your child to know the right and wrong acts towards babies to keep them safe and healthy.*
- **Integration of subjects :** *Science (identifying the healthy food for babies) –*
  Social studies (know the right behaviors towards babies to keep them safe).
- **Life skills :** *Define relationships between different objects – Respect for other opinions.*

الممسوحة ضوئيا بـ CamScanner

2. The Baby's Life Cycle

Activity **Put each of the following words below the suitable photo to show the stages of the human life cycle.**

(Elder - Child - Baby - Adult - Teenager)



- Discuss the stages of human life cycle with your child.
- Help your child to read and write the stages of human life cycle.
- **Integration of subjects :** Science (stages of human life cycle) – English (reading and writing).
- **Life skills :** Define relationships between different objects – Good listening – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Lesson 2

1. Baby Birds

Activity Order the following pictures to make a short story.

The baby birds are out of the eggs.

The mother bird builds its nest.

The mother bird brings the food to its babies.

The mother bird sits on the eggs to warm them.

Notes for parents

- Discuss with your child what birds do to take care of their babies.
- Help your child to read the sentences.
- **Integration of subjects :** Science (know the behaviors of birds towards their babies) – English (reading sentences).
- **Life skills :** Organize parts to form a new or unique whole – Define relationships between different objects.

الممسوحة ضوئيا بـ CamScanner

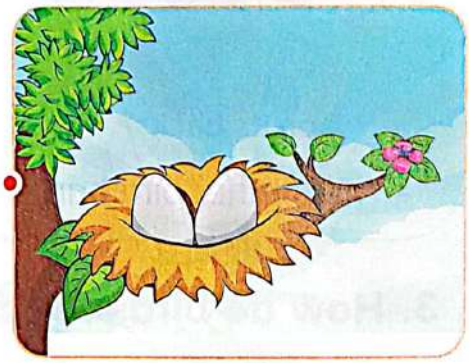
2. A Bird's Life Cycle

Activity **Match each picture with the suitable sentence to describe the bird's life cycle, then draw the missing picture.**

1. The eggs are in the nest.

2. Baby bird breaks the eggs.

3. Baby bird grows up.



4. Baby bird can fly and leave the nest.

- Discuss the stages of the bird's life cycle with your child.
- Help your child to read the sentences and connect them to the suitable pictures.
- **Integration of subjects :** Science (stages of the bird's life cycle) – English (reading sentences) – Art (drawing).
- **Life skills :** Respect for other opinions – Good listening – Organize parts to form a new or unique whole.

الممسوحة ضوئيا بـ CamScanner

Lesson 3

1. Feeding Baby Birds

Activity Choose the right picture to answer the following questions, then complete the sentences.

1. What do birds feed their babies ?

worms

elephant

lion

- The mother bird catches ..... to feed its babies.

2. How do birds carry food and feed their babies ?

on its back

in its wing

in its beak

- The mother bird brings food to feed its babies .....

3. How do birds reach food ?

drives a car

flies in the air

rides a bicycle

- The mother bird ..... to reach food for its babies.

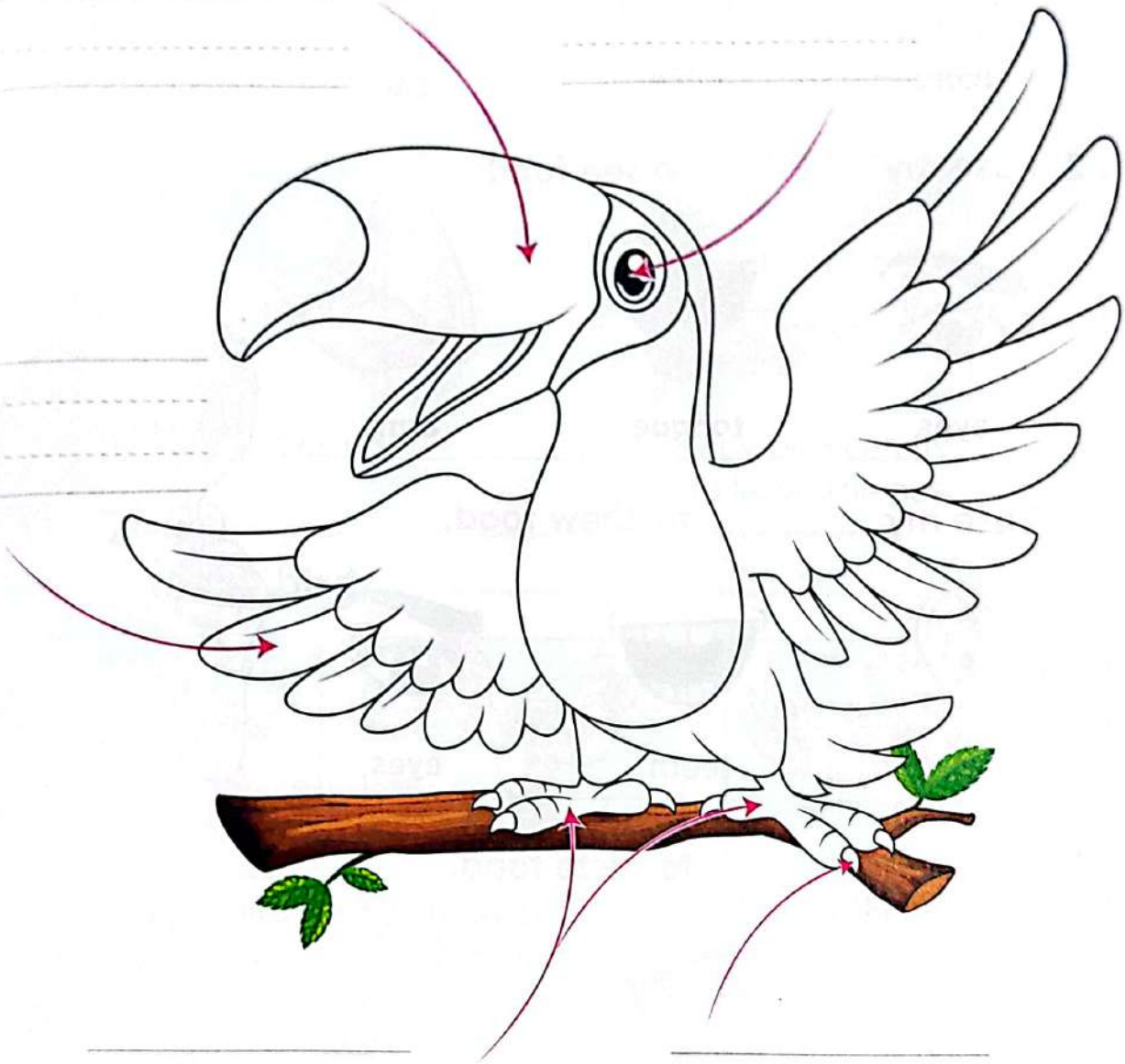
- Help your child to read and complete the sentences.
- Discuss with your child how birds feed their babies.
- **Integration of subjects :** Science (know how birds feed their babies) – English (reading and writing).

الممسوحة ضوئيا بـ CamScanner

2. The Bird's Body

Activity **Color the following bird and label its body parts using the words between brackets.**

(Legs - Eye - Beak - Clow - Wing)



- Help your child to write the body parts of the bird. (Legs – Eye – Beak – Claw – Wing).
- **Integration of subjects :** Science (know the body parts of birds) – English (writing words) – Art (coloring).
- **Life skills :** Observation – Verbal communication – Setting clear goals.

الممسوحة ضوئيا بـ CamScanner

3. I Can Eat

Activity Choose the right answer, then write it in the sentence.

1. I use my ..... to hold food.

hand

nose

ear

2. I use my ..... to see food.

eyes

tongue

arm

3. I use my ..... to chew food.

ear

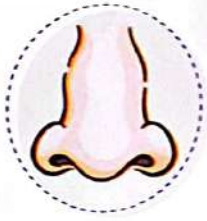
teeth

eyes

4. I use my ..... to taste food.

hand

tongue


nose

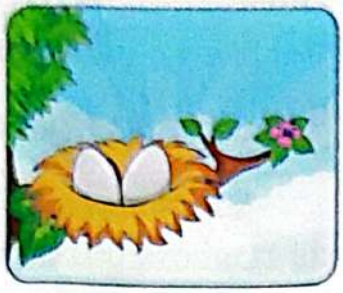
Notes for parents

- Discuss with your child how he/she uses his/her body parts to eat food.
- **Integration of subjects :** Science (know some body parts and their functions) – English (reading and writing).
- **Life skills :** Self-expression – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

A bird's life cycle



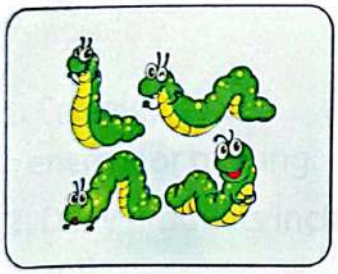
The eggs are in the nest.

Baby bird breaks the eggs.

Baby bird grows up.

Baby bird can fly and leave the nest.

Feeding baby birds

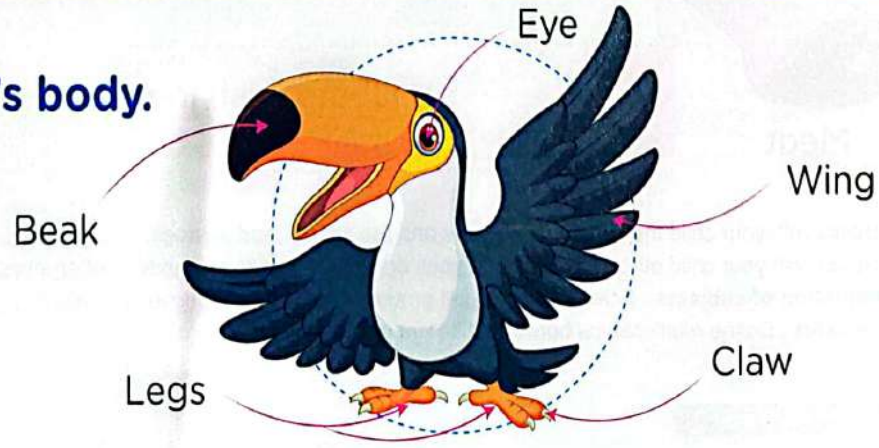


The mother bird catches worms to feed its babies.

The mother bird brings food to feed its babies in its beak.

The mother bird flies in the air to get the food for its babies.

- **The bird's body.**



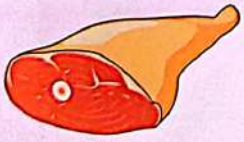
الممسوحة ضوئيا بـ CamScanner

Lesson 4

1. Food Groups

Activity Put ✓ on the food items that come from plants or those that come from animals.

Play & Learn

	Food comes from plant	Food comes from animal
Tomato		
Egg		
Milk		
Banana		
Nuts		
 Meat		

Parents

- Discuss with your child the plant food sources and the animal food sources.
- Discuss with your child other different food types and their sources as either plant or animal.
- **Integration of subjects :** Science (know food groups) – English (writing and reading).
- **Life skills :** Define relationships between different objects – Collecting data.

الممسوحة ضوئيا بـ CamScanner

2. How Healthy Foods Help Us

Activity (1) **Read the following dialogue, then answer the questions below.**

Teacher : Today we will learn about the benefits of different types of food.
Ali : How is that ?
Teacher : Dairy products like milk, cheese and yogurt help us to make our bones and our teeth strong.
Mona : Wow, I like all dairy products.
Teacher : Fruits and vegetables help us to stay healthy.
Maha : My mother says that meat, fish and egg help us to build our muscles.
Teacher : That is right Maha.
Sara : Are there other types of food ?
Teacher : Of course, bread, rice and cereals such as wheat give us energy for playing and moving to do different activities.

Complete :

1. Cereals , ... and ..... are from the food group which give us energy for moving.
2. Dairy products include some types of food such as ..... , ... and .....

Answer the following questions :

1. What are the types of food that build up our muscles ?

.....

2. What are the benefits of dairy products ?

.....

- Help your child to read the dialogue and answer the questions below.
- **Integration of subjects** : Science (benefits of food) – English (reading and writing).
- **Life skills** : Verbal communication – Good listening – Setting clear goals.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Choose one or more benefit(s) of each food group, then complete using the words below the pictures you have chosen.

1

bones

teeth

eyes

• Milk, yogurt and cheese help make our ..... and ..... strong.

2

muscles

bones

teeth

• Meat , fish and egg help build our .....

3

get strong bones

get rid of waste

stay healthy

• Fruits and vegetables help us ..... and .....

4

playing

learning

getting rid of waste

• Bread , cereals and rice give us energy for..... and .....

Notes for parents

- Discuss the benefits of each food group with your child.
- Help your child read the sentences and complete them.
- **Integration of subjects :** Science (benefits of food groups) – English (writing and reading).
- **Life skills :** Verbal communication – Exchanging information – Good listening.

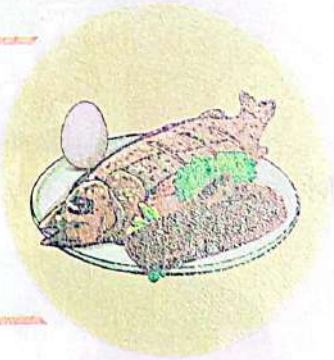
الممسوحة ضوئيا بـ CamScanner

I Have Learned That

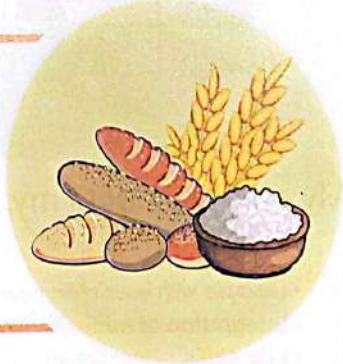
- Dairy products like milk, cheese and yogurt help make our bones and teeth strong.

- Fruits and vegetables help us stay healthy and get rid of waste.

- Meat, fish and egg help build our muscles.



- Bread, rice and cereals such as wheat give us energy for playing and moving to do different activities.



الممسوحة ضوئيا بـ CamScanner

Lesson 5

Making Choices

Activity 1 Put ✓ on the right choice, then complete the sentences below using the following words. (You can use the same word more than one time).

(family - school - community - health)

My choice affects my.....

My choice affects my .....

My choice affects my.....

My choice affects my .....

My choice affects my.....

My choice affects my.....

Notes for parents

- Discuss with your child how his/her choices affect his/her school, family, community and his/her health.
- **Integration of subjects :** Social studies (effect of choices) – English (writing and reading).
- **Life skills :** Respect for other opinions – Self-control – Setting clear goals.

الممسوحه ضوئيا بـ CamScanner

Activity (2) Solve the following problems.

1 If you have free time to practice different activities as follows :

Activity	Time taken
Drawing	45 minutes
Music	15 minutes
Cooking	30 minutes
Running	10 minutes

a. How much free time do you need for drawing, cooking and running ?

.....

b. You have free time for 45 minutes. You decide to cook and run, do you have time left to do anything else ? If so, how much time is left ?

.....

.....

- Help your child to solve word problems using mathematical methods.
- **Integration of subjects :** Math (solving mathematical problems) – English (reading and writing).
- **Life skills :** Analyze the parts of the problem – Segment goals into specific steps.

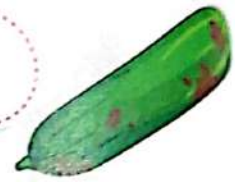
الممسوحة ضوئيا بـ CamScanner

Lesson 6

Cleaning Vegetables

Activity Put ✓ or ✗.

1. Vegetables can be eaten without washing.

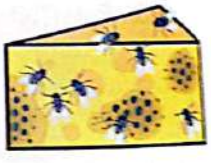


2. Vegetables can be eaten with pests.

3. I can drink juice which expired in 2017.

4. I can use the paper towel to clean very dirty vegetables.

5. I can eat this piece of cheese.



Notes for parents

- Discuss with your child how to identify the good food and how to know the expiration dates of food.
- Help your child to know how to clean foods.
- **Integration of subjects :** Science (clean food) – English (reading) – Science (cleaning hands and food).
- **Life skills :** Good listening – Provide effective feedback – Self-expression.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

Our choices affect all the following :

The school

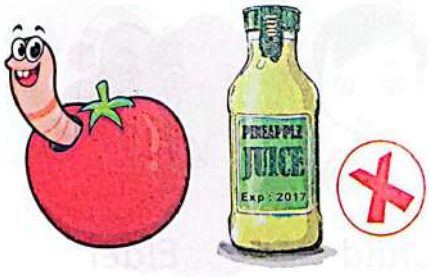
The community

The family

The health

Healthy food :

- We should wash vegetables before eating them.



- We must not eat the food which has expired or has pests.

الممسوحة ضوئيا بـ CamScanner

Quiz
On Chapter Two

1 Choose the correct answer :

1. When I eat healthy food, my choice affects my .....
   a. school. b. health. c. community.
2. The mother bird uses its ..... to feed its babies.
   a. beak b. wings c. eyes
3. The ..... stage is the first stage in the human's life cycle.
   a. teenager b. child c. baby
4. Bread, cereals and rice give us ..... to do activities.
   a. energy b. money c. time

2 Put (✓) or (✗) :

1. We should make noise while sleeping of babies. ( )
2. Eating expired food doesn't affect your health. ( )
3. Fruits and vegetables help us to stay healthy and get rid of waste. ( )

3 Rearrange the stage of human's life cycle by writing the correct number of each picture :

Child (.....)

Elder (.....)

Baby (.....)

Teenager (.....)

Adult (.....)

الممسوحة ضوئيا بـ CamScanner

4 **Complete the following sentences using the words below :**

(teeth – tongue – food)

1. I use my ..... to taste food.
2. Dairy products help make our bones and ..... strong.
3. Humans and birds need .....

---

5 **Choose from column (B) what suits it in column (A) :**

(A)	(B)
1. Meat, fish and egg	a. is the first stage in bird's life cycle.
2. Bird in an egg	b. help us to build our muscles.
3. Expired food	c. should not be eaten.

1. ..... 2. ..... 3. .....

الممسوحة ضوئيا بـ CamScanner

CHAPTER THREE

When I Grow Up

الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Identify and sort various jobs.
- Complete a personal interest survey.
- Identify tasks involved in various jobs.
- Discover math, reading, writing, science and social studies in job scenarios.
- Write to explain a job in the local community.
- Describe tools used in a variety of jobs.
- Predict conversations in different job-related scenarios.
- Ask and answer questions about a specific job.

Key vocabulary

- Profession
- Commercial
- Tasks
- Survey
- Agricultural
- Tourism
- Interest
- Topics
- Industrial
- Tools
- Categorize
- STEM

الممسوحة ضوئيا بـ CamScanner

Lesson 1

1. Categorizing Jobs

Activity (1) Put ✓ on the pictures that belong to each job category as the example given.

Medical jobs

Commercial jobs

Agricultural jobs

Notes for parents

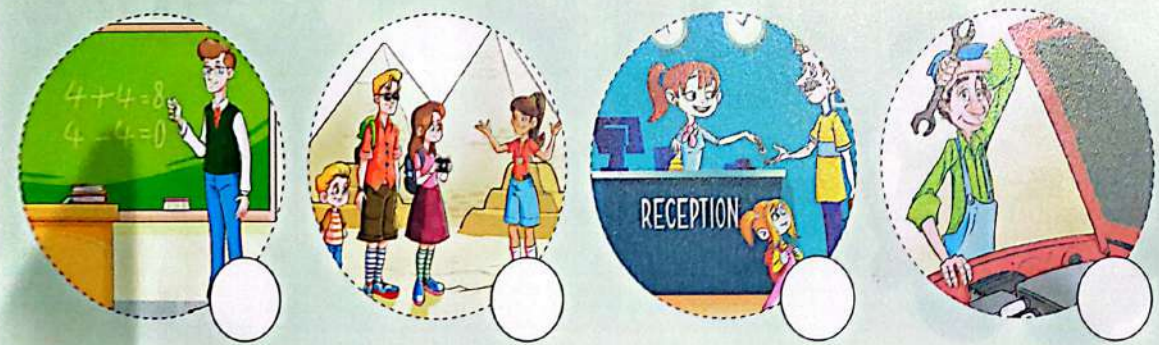
- Notice that some categories may include more than one job.
- **Integration of subjects :** Social studies (categorizing jobs) – English (reading some words).
- **Life skills :** Define relationships between different objects – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Industrial jobs

STEM jobs
(Science,Technology, Engineering and Math)

Tourism jobs



- Let your child mention more jobs and categorize them.
- Tell your child that STEM jobs may include engineers, scientists, biologists and computer programmers.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Put each of the following profession categories below the suitable picture of the jobs.

(Agricultural - Industrial - Commercial - Tourism - Other)

Notes for parents

- Notice that some categories may be repeated more than once.
- Let your child mention more jobs and categorize them.
- **Integration of subjects :** Social studies (categorizing jobs) – English (writing some words).
- **Life skills :** Define relationships between different objects – Verbal communication.

الممسوحه ضوئيا بـ CamScanner

2. Personal Interest Survey

Activity Put ✓ at the pictures of the activities you prefer, then count how many ✓ marks are in each category and write this number.

Agricultural jobs

Taking care of pets

Taking care of garden

Watching wildlife

Industrial jobs

Fixing things

Sewing or knitting

Building things

- Notice that this survey could help your child to know his/her future profession category, for example if he/she has the most (✓) marks in tourism jobs, then he/she prefers the tourism category.
- **Integration of subjects :** Vocational fields (jobs) – English (reading) – Math (counting and writing numbers).
- **Life skills :** Define relationships between different objects – Self-expression.

الممسوحة ضوئيا بـ CamScanner

Commercial jobs

Selling things

Giving people advice on what to buy

Using a cash register

Tourism jobs

Planning events

Cooking, baking and serving meals

Helping tourists

STEM jobs

Designing experiments

Finding solutions to problems

Learning about computers

• Tell your child that STEM jobs may include engineers, scientists, biologists and computer programmers.

الممسوحة ضوئيا بـ CamScanner

Lesson 2

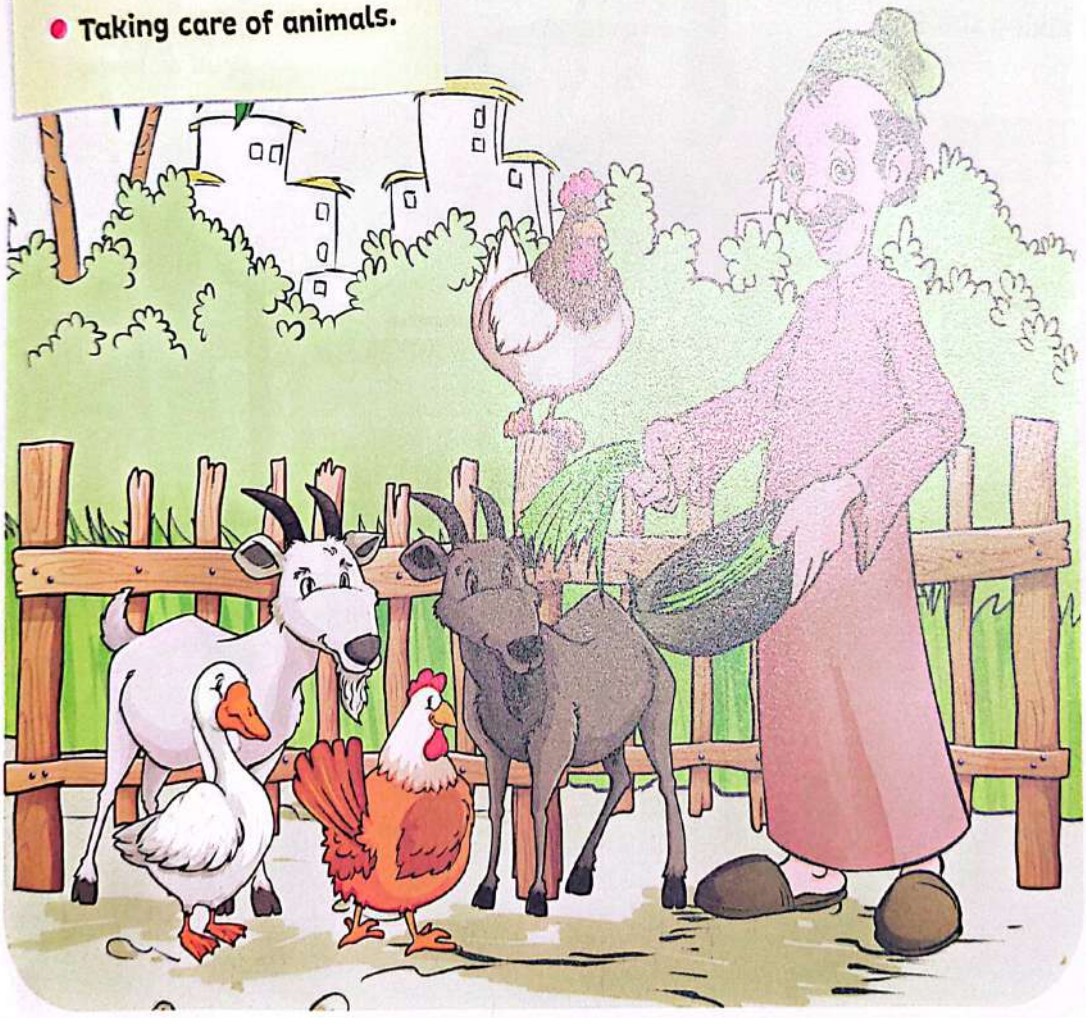
1. Agricultural Jobs

Activity Circle the suitable tasks and tools for the worker (represents agricultural jobs) in the picture.

Tasks

- Fixing things.
- Planting seeds.
- Designing experiments.
- Taking care of animals.

Tools

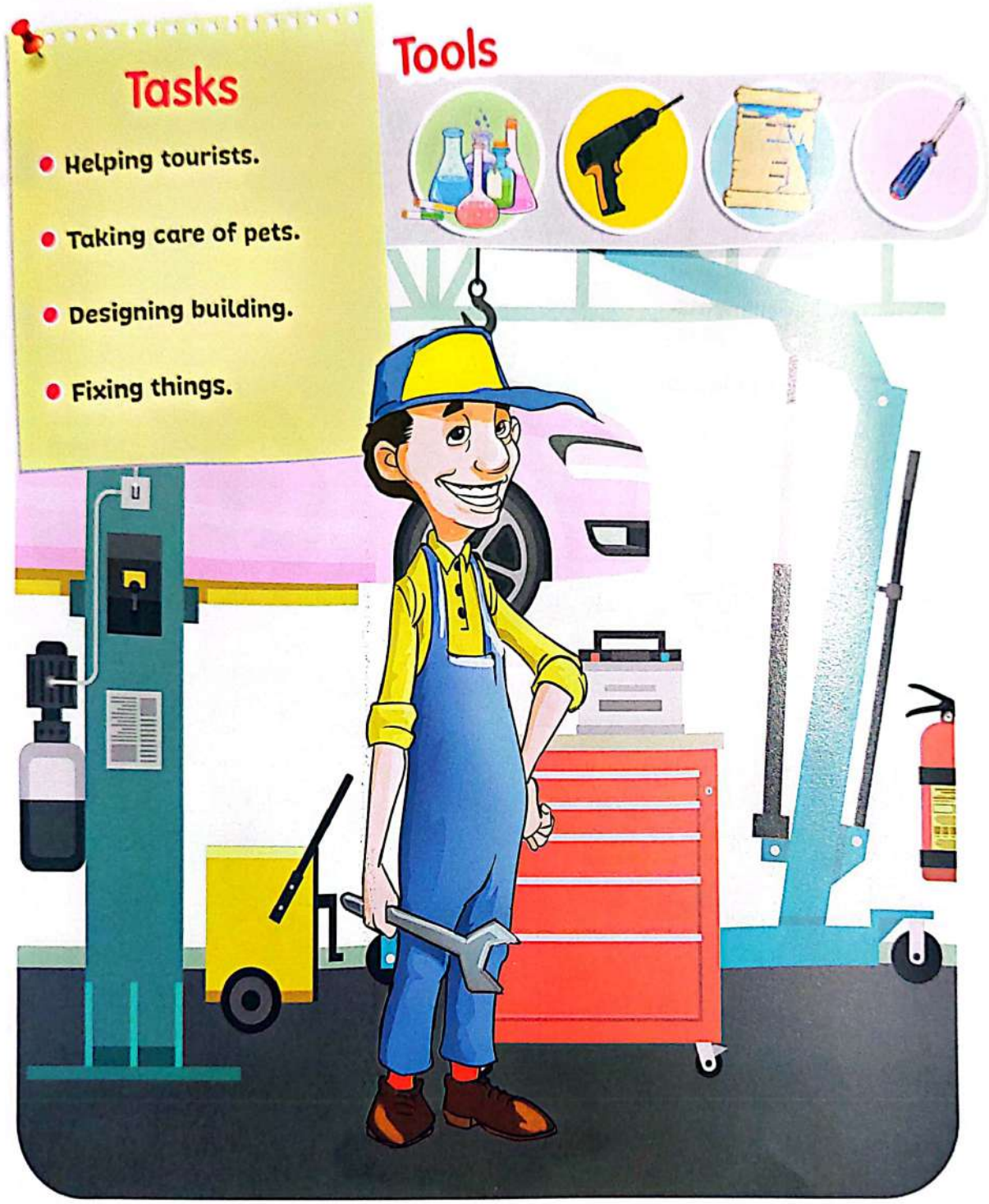


- Discuss with your child other tasks and tools related to agriculture category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) – Social studies (economic activities) – English (reading).
- **Life skills :** Define relationships between different objects – Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

الممسوحة ضوئيا بـ CamScanner

2. Industrial Jobs

Activity Circle the suitable tasks and tools for the worker (represents industrial jobs) in the picture.



Notes for parents

- Discuss with your child other tasks and tools related to industrial category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) – Social studies (economic activities) – English (reading).
- **Life skills :** Define relationships between different objects – Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

الممسوحة ضوئيا بـ CamScanner

3. Commerical Jobs

Activity Circle the suitable **tasks** and **tools** for the worker (represents commerical jobs) in the picture.

Tasks

- Helping people to save their money.
- Planning a trip.
- Serving meals.
- Giving people advice on what to buy.

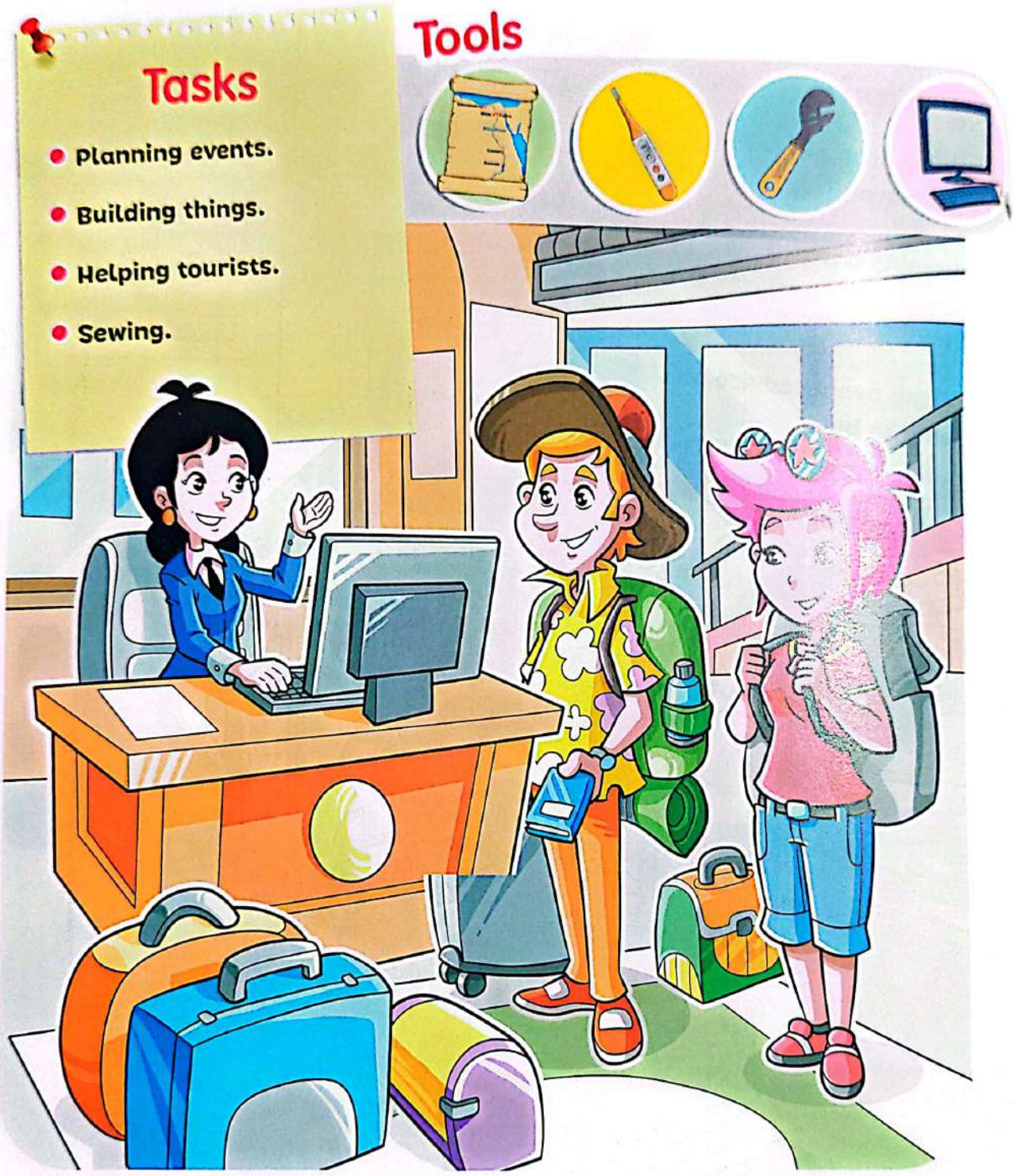
Tools

- Discuss with your child other tasks and tools related to commercial category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) – Social studies (economic activities) – English (reading).
- **Life skills :** Define relationships between different objects – Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

الممسوحة ضوئيا بـ CamScanner

4. Tourism Jobs

Activity Circle the suitable **tasks** and **tools** for the worker (represents tourism jobs) in the picture.



parents

- Discuss with your child other tasks and tools related to tourism category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) – Social studies (economic activities) – English (reading).
- **Life skills :** Define relationships between different objects – Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

الممسوحة ضوئيا بـ CamScanner

5. STEM Jobs

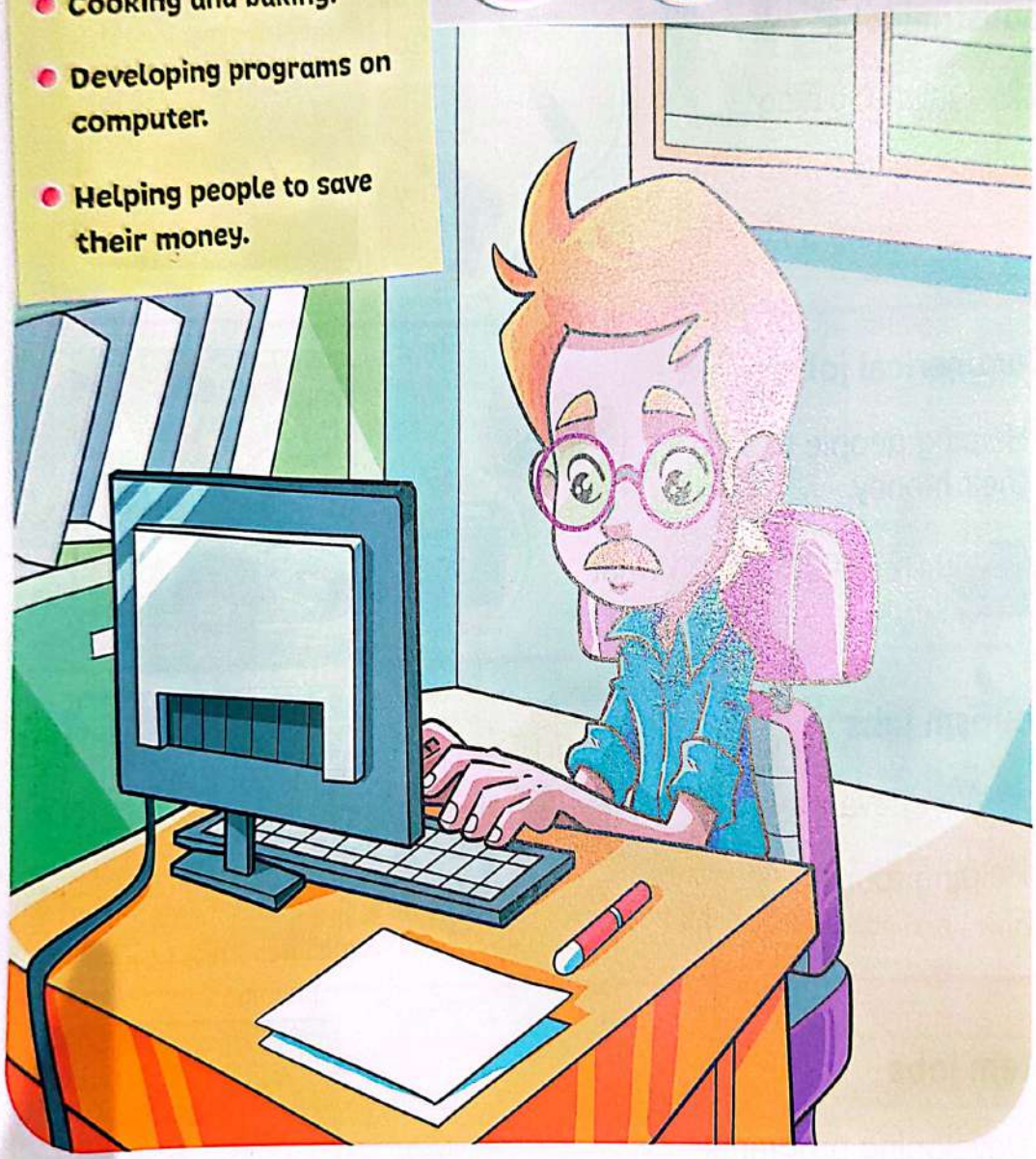
Activity Circle the suitable tasks and tools for the worker (represents STEM jobs) in the picture.

Play & Learn

Tasks

- Knitting.
- Cooking and baking.
- Developing programs on computer.
- Helping people to save their money.

Tools



- Discuss with your child other tasks and tools related to STEM category.
- **Integration of subjects :** Vocational fields (describe the functions of tools) – Social studies (economic activities) – English (reading).
- **Life skills :** Define relationships between different objects – Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

There are different categories of jobs that have different tasks and tools such as:

Agricultural jobs

- Planting seeds.
- Taking care of animals.

Industrial jobs

- Designing building.
- Fixing things.

Commerical jobs

- Helping people to save their money.
- Giving people advice on what to buy.

Tourism jobs

- Planning events.
- Helping tourists.

Stem jobs

- Developing programs on computer.

الممسوحه ضوئيا بـ CamScanner

Lesson 3

1. I Work In .....

Activity (1) Circle one topic or more that each of the following workers may need in their jobs.

I am a doctor and I work in a hospital.

• Art • Science • Math

I am a [illegible] and I work in a bank.

[illegible]

I am a computer programmer and I work in a computer company.

• Social studies
• Technology • Writing

I am a salesperson and I work in a clothes shop.

• Science • Reading • Math

- Discuss with your child the importance of learning in schools and its effect when we grow up and begin to work.
- **Integration of subjects :** English (reading) – Vocational fields (school can help in professions).
- **Life skills :** Verbal communication – Respect for other opinions.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Write each of the following subjects below the suitable picture.

Topics (Math - Science - Technology - Art)

parents

- Discuss with your child the reasons of choosing his/her favorite subject(s).
- **Integration of subjects :** English (writing and reading) – Art (coloring).
- **Life skills :** Self-expression – Respect for other opinions.

الممسوحة ضوئيا بـ CamScanner

2. Job Research

Activity **Complete the following information about each worker as shown in the example given (choose only one of the tools for each worker).**

Tools

Saw

Cash register

Map

Poleaxe

Job : Farmer.
Category : Agricultural.
Tool : Poleaxe.
Interesting fact : Farmer wakes up early to water his plants.

Job : .....
Category : .....
Tool : .....
Interesting fact : .....

Job : .....
Category : .....
Tool : .....
Interesting fact : .....

Job : .....
Category : .....
Tool : .....
Interesting fact : .....

- Help your child to know more information about different jobs by using different ways of knowledge like books, computer, ... etc.
- **Integration of subjects :** Vocational fields (jobs) – English (writing) – Social studies (economic activities).
- **Life skills :** Verbal communication – Respect for diversity.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

Knowing our interests may help in choosing a suitable job when we grow up

Interested in ...	Suitable Job ...
• Computers and technology.	Computer programmer
• Cooking and food.	Chef
• Plants and agriculture.	Gardener
• Giving people advice on what to buy and help to save money.	Salesperson
• Learning languages.	Tour guide
• Colors and draw.	Painter

الممسوحه ضوئيا بـ CamScanner

Quiz
On Chapter Three

1 Choose the correct answer :

1. Mona makes delicious dishes. Mona could be a ..... in the future.
   a. teacher b. chef c. gardener
2. The poleaxe is used by ..... in his work.
   a. farmer b. doctor c. banker
3. The salesperson job belongs to ..... job category.
   a. medical b. commercial c. industrial

2 Match each job to its job category :

Jobs	Categories
1. Tour guide.	a. Medical.
2. Construction worker.	b. Tourism.
3. Dentist.	c. STEM.
4. Computer programmer.	d. Industrial.

1. ..... 2. ..... 3. ..... 4. .....

3 Put (✓) or (✗) :

1. If Ramy is interested in math, he could be a painter. ( )
2. Samy is good at planning events, his future job category could be tourism. ( )
3. Cooking is from tasks of computer programmer. ( )

الممسوحة ضوئيا بـ CamScanner

4 Complete the following sentences using the words below :

(commercial – doctor)

1. Cash register is a tool used in ..... jobs.
2. "Let me examine your eyes". This sentence might be sai by a .....

5 Match each person with the suitable tool :

1.
Doctor

2.
Farmer

3.
Tour guide

a

b

c

الممسوحة ضوئيا بـ CamScanner

Quiz On Theme 1

1 Choose the correct answer :

1. ..... my classmate is an example of cooperation.
   a. Disrespecting b. Ignoring c. Helping
2. Helping ..... is a task of people who work in the tourism jobs.
   a. tourists b. sick people c. animals
3. Construction worker belongs to ..... category.
   a. industrial b. tourism c. medical

2 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. Banana is a kind of food that	a. follow the rules.
2. Milk and yogurt	b. commercial category.
3. To be a good citizen, you should	c. comes from plants.
4. Banker job belongs to	d. make our bones and teeth strong.

1. ..... 2. ..... 3. ..... 4. .....

3 You have 40 minutes of free time. You decide to read stories for 20 minutes.

How much free time do you have left ?

.....

.....

الممسوحة ضوئيا بـ CamScanner

4 Put (✓) or (✗) :

1. If Samy is interested in cooking, he could be a doctor in the future. (
2. In my family, we all have responsibilities. (
3. Eating expired food makes us healthy. (

5 Complete the following sentences using the words below :

(computer – nests – hand – apologize)

1. Humans live in homes, while birds live in .....
2. We should ..... when doing something wrong.
3. The computer programmer uses ..... to do his job.
4. I use my ..... to hold food.

الممسوحة ضوئيا بـ CamScanner

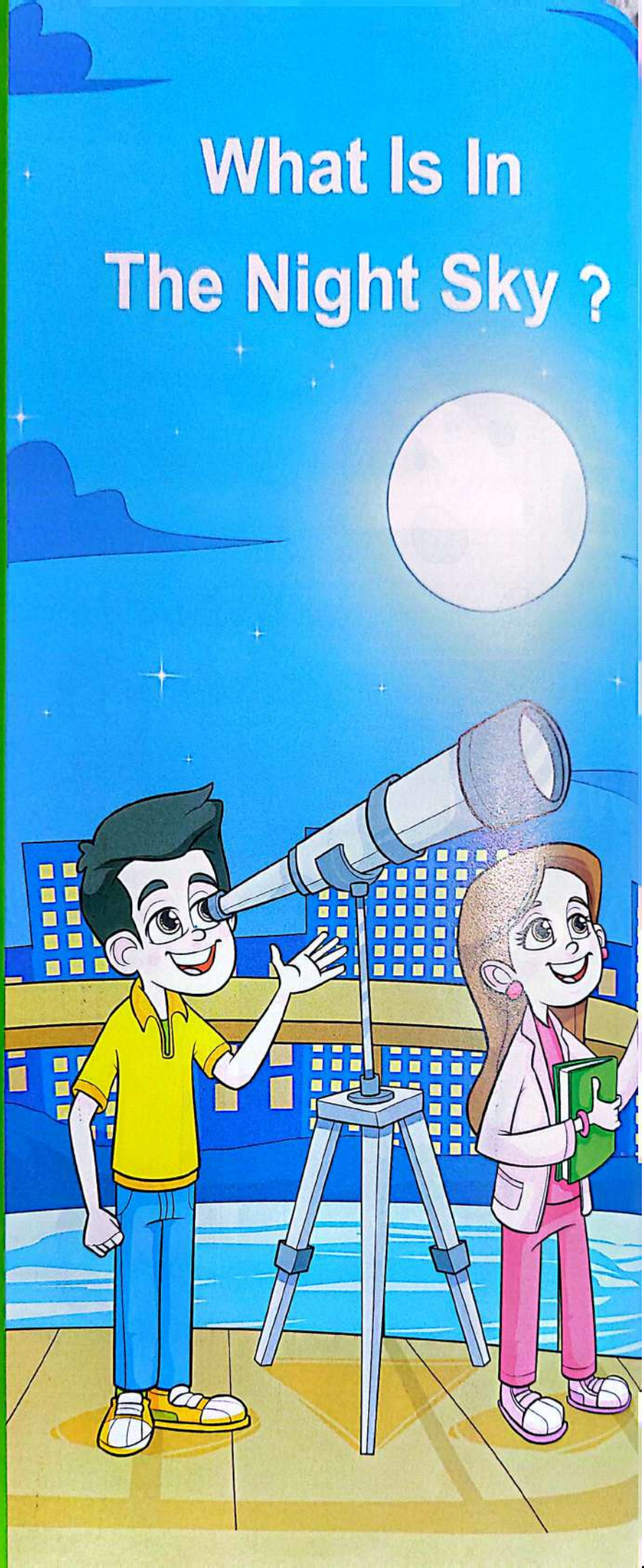
THEME 2

World Around Me

الممسوحة ضوئيا بـ CamScanner

CHAPTER ONE

What Is In The Night Sky ?



الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Explain basic differences between the day and night skies.
- Explain that rise and set times change slightly every day.
- Practice mental subtraction strategies.
- Compare observable properties of the Sun and the stars.
- Explain that the Sun appears different than the other stars because it is closer to Earth.
- Demonstrate the objects appear smaller when they are farther away.

Key vocabulary

- Day sky
- Night sky
- Observations
- Illustration

الممسوحة ضوئيا بـ CamScanner

Lesson 1

Day Sky And Night Sky

Activity Circle the correct pictures of what you see in the sky during daytime and nighttime, then answer the questions.

During daytime, I can see.....

Sun

Stars

Moon

Clouds

During nighttime, I can see.....

Clouds

Moon

Sun

Stars

Choose :

1. I use the sense of ..... to observe the sky.

(sight – hearing – tasting)

2. In both day sky and night sky, I can see .....

(moon – Sun – clouds)

parents

- Let your child observe the differences between the sky during night and the sky during day.
- **Integration of subjects :** Science (observation the sky) – English (reading and writing).
- **Life skills :** Observation – Differentiation.

الممسوحة ضوئيا بـ CamScanner

Lesson 2

Observing A Pattern

Activity Observe the following pattern of the sunrise in Cairo in November, then answer the questions.

November	Time of sunrise
Day 1	6 : 09 a.m.
Day 2	6 : 10 a.m.
Day 3	6 : 11 a.m.
Day 4	6 : 12 a.m.
Day 5	6 : 13 a.m.

The difference in time of sunrise :

- between day (2) and day (1) = ... minutes.
- between day (5) and day (3) = ... minutes.
- between day (5) and day (1) = ... minutes.

- Let your child observe the pattern, then help him/her to calculate the difference in minutes of the time of sunrise.
- Describe to your child how the stars appear to rise and set each night in a pattern.
- **Integration of subjects :** Math (observing a pattern and calculating) – English (reading).
- **Life skills :** Collecting data – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

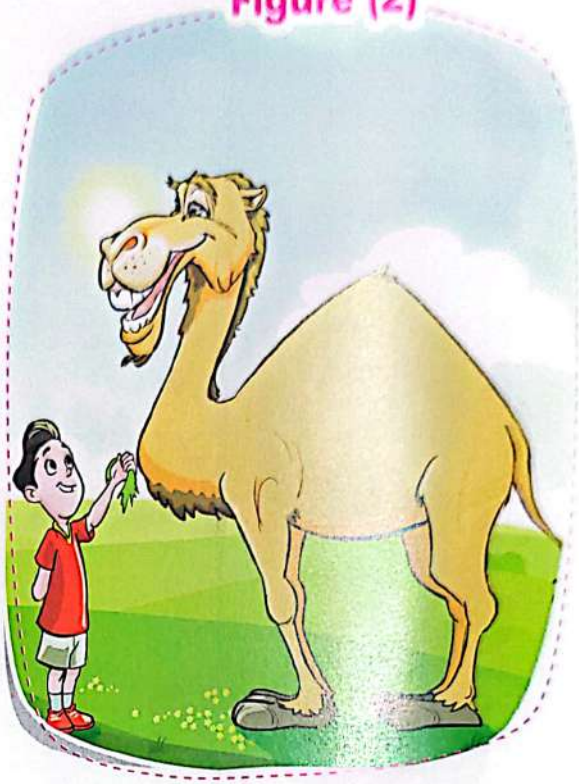
Lesson 3

How Big Is Something Far Away

Activity 1 Observe the following figures, then answer the questions.

Figure (1)

Figure (2)



Choose :

1. The camel in figure (1) appears ..... its real size.

(smaller than – bigger than – equal to)

2. The camel in figure (2) appears ..... its real size.

(smaller than – bigger than – equal to)

3. An object looks small in size, when it is ..... us.

(near to – far away from – bigger than)

Notes for parents

- Tell your child that an object looks smaller than its real size when it is far away from us.
- **Integration of subjects :** Science (observe the real sizes of objects) – English (writing).
- **Life skills :** Differentiation between reality and imagination – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Activity 2 Observe the following pictures, then answer the questions.

Choose :

The Sun appears to us ..... other stars.

(bigger than – smaller than – equal to)

Put ✓ or ✗ :

1. The Sun is closer to us than other stars. ( )
2. Other stars appear to us smaller than the Sun because they are near to us. ( )

- Help your child to know that our Sun is nearer to us than other stars, so it appears bigger than other stars.
- **Integration of subjects :** Science (Sun and stars) – English (reading and writing).
- **Life skills :** Observation – Verbal communication – Differentiation between reality and imagination.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

- Day sky and night sky are different, where :
  - in day sky, I can see the Sun and clouds.
  - in night sky, I can see the moon, stars and clouds

Day sky

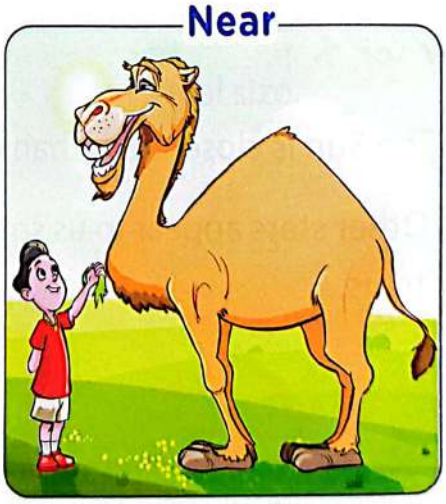
Night sky

- The Sun is closer to us than other stars, so it appears bigger than other stars.
- As the Sun is closer to us than other stars, it looks brighter than other stars.

- Objects look smaller than their real size, when they are far away from us.

Far

Near



الممسوحه ضوئيا بـ CamScanner

Quiz
On Chapter One

1 Put (✓) or (✗) :

1. The stars look brighter than the Sun. ( )
2. We can see the stars in the sky during nighttime. ( )

2 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. In both day sky and night sky	a. because the Sun is closer to us than stars.
2. The Sun looks to us bigger than stars	b. we can see clouds.

1. .....

3 Choose the correct answer :

1. During daytime sky, I can see .....
   a. the Sun. b. the moon. stars.
2. The Sun looks to us ..... than the stars.
   a. smaller b. dimmer c. brighter

4 Observe the pattern of the rise of Orion, then choose the right answer :

Days	Orion's rise time
Day (1)	8:36 p.m.
Day (2)	8:32 p.m.
Day (3)	8:28 p.m.
Day (4)	8:24 p.m.
Day (5)	8:20 p.m.

1. With every night that passes, the rise time of stars is getting .....
   a. later. b. earlier.
2. The difference in time of Orion's rise between day (2) and day (3) = ... minutes.
   a. 4 b. 7

الممسوحة ضوئيا بـ CamScanner

CHAPTER TWO

Helping My Habitat

الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Use observation skills to describe environments.
- Record observations of different habitats including similarities and differences.
- Describe some living things that live in different habitats.
- Explain impact on living organisms when environments change.
- Record information learned and the source of the information.
- Identify ways in which people can influence their environments.
- Analyze writing to identify persuasion.

Key vocabulary

- Environment
- Egret
- Habitat
- Goose
- Dove
- Observations

الممسوحة ضوئيا بـ CamScanner

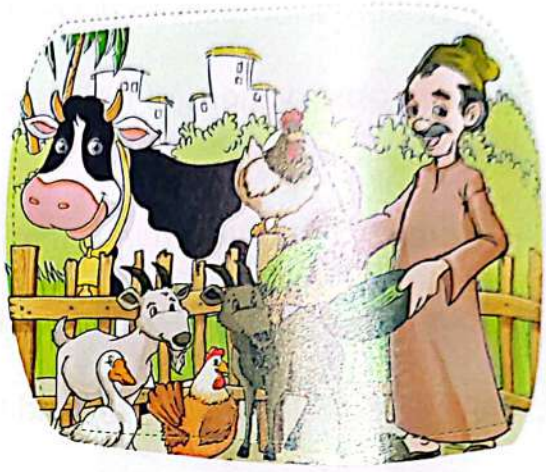
Lesson 1

Our Egyptian Environments

Activity (1) Write each of the following words below the suitable picture.

City Desert Beach Farmland

.....



.....

.....

.....

Notes for parents

- Help your child to observe the pictures and write the suitable name of each picture.
- Discuss with your child the different types of Egyptian environments giving examples such as (Cairo, Alex., Sinai,... etc.).
- **Integration of subjects :** Social studies (different types of environments) – English (reading and writing).
- **Life skills :** Observation – Differentiation between environments.

الممسوحة ضوئيا بـ CamScanner

Activity 2 Sort the following objects into three groups (plants - animals - human-made objects) by writing each word in the correct place.

Cactus

Carpet

Camels

Palm trees

Snake

Tent

Fox

Desert environment

Plants such as .....

.....

Animals such as .....

.....

Human-made objects such as .....

.....

- Help your child to sort what he/she sees in the desert environment.
- Help your child to classify different objects like those in the activity into plants, animals or human-made objects.
- **Integration of subjects :** English (reading and writing) – Social studies (environment).
- **Life skills :** Classification – Organize parts to form a new or unique whole.

الممسوحة ضوئيا بـ CamScanner

Activity 3 Sort the following objects into three groups (plants - animals - human-made objects) by writing each word in the correct place.

Horse

Trees

Wheat

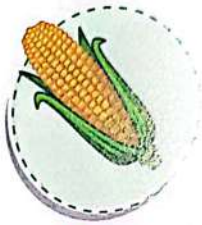
Chicken

Rabbit

Tractor

Axe

Donkey


Maize

Cow

Farmland environment

Plants such as .....

.....

Animals such as .....

.....

Human-made objects such as .....

.....

- Help your child to classify what he/she sees in the farmland environment into plants, animals or human-made objects.
- Let your child mention some other examples of what he/she can see in farmland.
- **Integration of subjects :** Social studies (environment) – English (reading and writing).
- **Life skills :** Classification – Organize parts to form a new or unique whole.

الممسوحة ضوئيا بـ CamScanner

Lesson 2

What Is In A Habitat ?

Activity 1

- Look at the following different habitats, then write the name of each habitat under each picture by using the following words.
- Circle the animals that live in each habitat.

(Desert – Farm – Ocean – Forest)

.....

Duck

Polar bear

Whale

.....

Lion

Camel

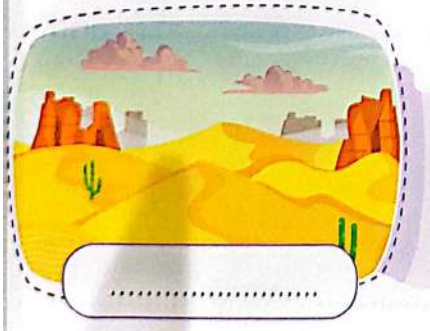
Horse

.....

Dolphin

Gorilla

Penguin



.....

Zebra

Camel

Tiger

- Discuss with your child the different types of habitats and the animals that live in each of them.
- Let your child mention some other animals that live in the previous habitats.
- **Integration of subjects :** Science (different habitats) – English (reading and writing).
- **Life skills :** Verbal communication – Define relationships between objects.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Color the picture of the city, then answer the questions.

Habitat is the natural environment of plants and animals.

Complete :

1. In the previous habitat, ... and ..... are examples of human-made objects.
2. Habitats provide living things with ..... , ..., ... and ..... to live.
3. Write a sentence using the word "habitat".

.....

.....

parents

- Discuss the meaning of the habitat with your child (It is the natural environment of plants and animals).
- Discuss with your child the different types and importance of habitats.
  (Importance of habitat : It provides the organisms that live there with food, air, water and shelter).
- Let your child use the word "habitat" in a sentence of his/her own.
- **Integration of subjects :** Science (different habitats) – English (reading and writing) – Art (coloring).
- **Life skills :** Verbal communication – Define relationships between objects.

الممسوحة ضوئيا بـ CamScanner

Lesson 3

Birds Of Egypt

Activity 1 Put ✓ at the habitat that each bird lives in
(Note : the bird may live in more than one habitat)

	Desert	City	Mountain	Farmland
Goose				
Hawk				
Egret (The farmer's friend)				
Duck				
Dove				

- Discuss with your child some types of birds live in Egypt and their habitats (giving other examples).
- **Integration of subjects :** Science (birds and their habitats) – English (reading).
- **Life skills :** Verbal communication – Define relationships between objects.

الممسوحة ضوئيا بـ CamScanner

Activity (2) Choose the suitable food for each bird.
(Note : the bird may eat more than one type of food)

Hawk

Herbs

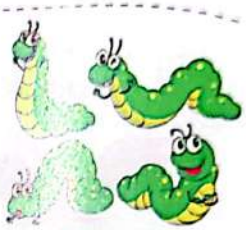
Snake

Rabbit

Egret

Cat

Mouse


Worms

Dove

Fish

Seeds

Bee

Goose

Mouse

Seeds

Grass

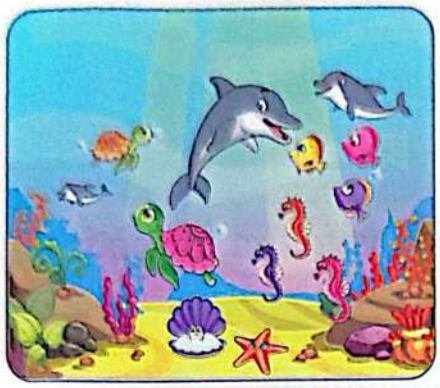
Notes for parents

- Discuss with your child some types of birds and the suitable food for each bird.
- Let your child mention other examples of birds and their food.
- **Integration of subjects :** Science (birds and their food) – English (reading).
- **Life skills :** Verbal communication – Define relationships between different objects.

الممسوحه ضوئيا بـ CamScanner

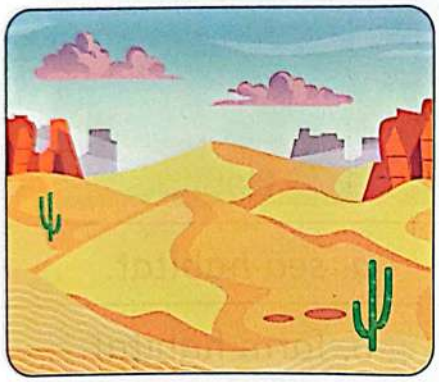
I Have Learned That

- Habitat is the natural environment of plants and animals.
- There are different habitats such as :



Ocean

Farm



Desert

Forest

- Habitats provide living things with their needs such as food, air, water and shelter.

- Egypt has different types of birds such as :

Egret

Goose

Dove

الممسوحة ضوئيا بـ CamScanner

Quiz
On Chapter Two

1 Complete the following sentences using the words below :

(forest – human-made – needs – desert – sea)

1. Habitats provide living things with their .....
2. Fish live in ..... habitat.
3. The axe is a ..... object which is found in the farm habitat.
4. Cactus plant is found in ..... habitat.
5. Gorilla lives in ..... habitat.

2 Match each item to its habitat :

Items	Habitats
1. Egret	a. sea habitat.
2. Palm tree	b. farm habitat.
3. Dolphin	c. desert habitat.

1. ..... 2. ..... 3. .....

3 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. Egret eats	a. lives in forest habitat.
2. Camel lives in	b. worms.
3. Lion	c. desert habitat.

1. ..... 2. ..... 3. .....

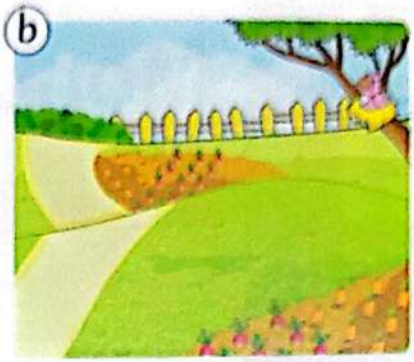
الممسوحة ضوئيا بـ CamScanner

4 Write the name of each habitat below the suitable picture :

a

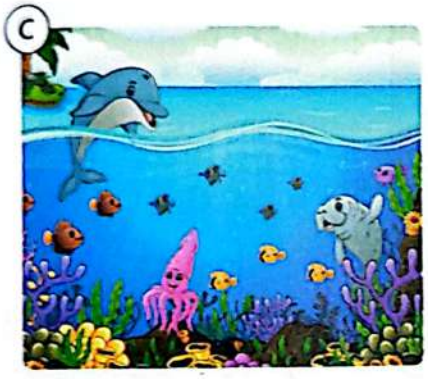
.....

b



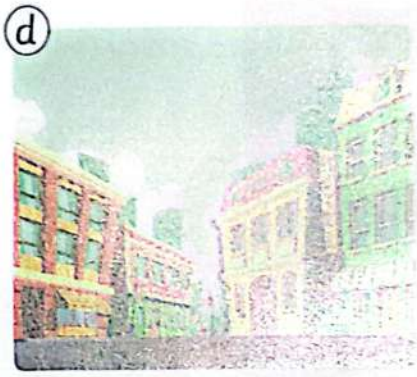
.....

c



.....

d



.....

الممسوحة ضوئيا بـ CamScanner

CHAPTER THREE

Monumental Designs

الممسوحة ضوئيا بـ CamScanner

Learning outcomes

By the end of this chapter, your child will be able to :

- Interact with the three forms of matter.
- Investigate forms of matter.
- Identify examples of water in all three forms.
- Determine the form of water (solid, liquid, gas) in the Earth scene.
- Name and describe monuments found in Egypt.
- Define and explain importance of tourists.
- Design artwork in the form of a ticket for a monument.

Key vocabulary

- Gas
- Liquid
- Solid
- Vapor
- Monument
- Ticket
- Iceberg
- Tourist

الممسوحة ضوئيا بـ CamScanner

Lesson 1

1. Our World

Activity Complete the labels with the words between brackets, then answer the questions.

(Water – Ice – Land – Cloud)

Choose :

1. Our planet is called .....

(Venus – Earth – Mars)

2. Most of the surface of the Earth is covered with .....

(ice – clouds – water)

Notes for parents

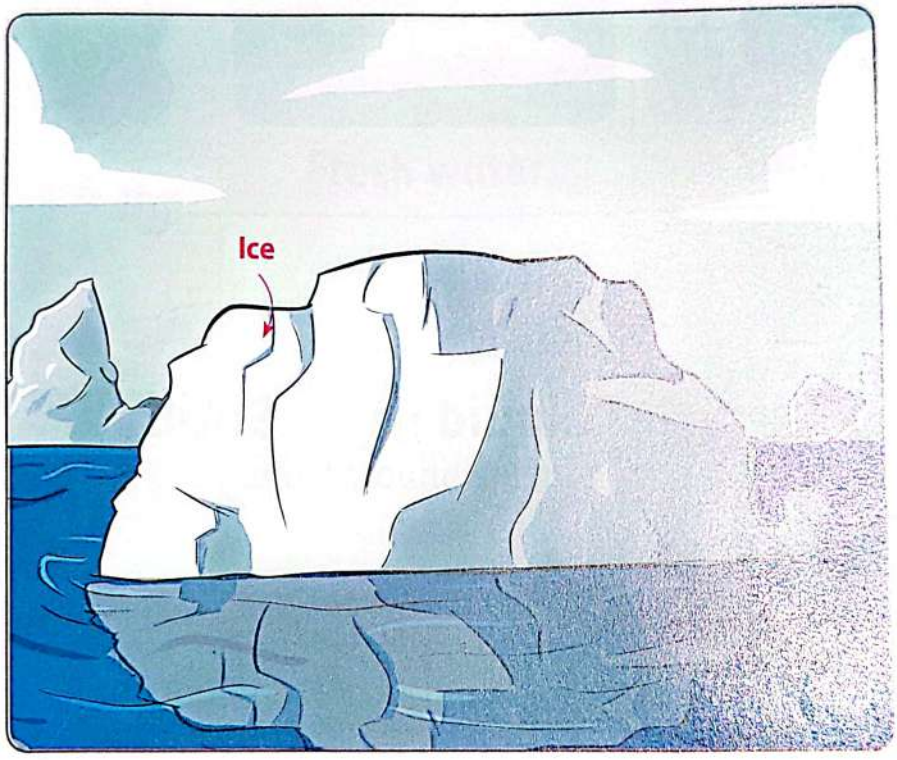
- Discuss with your child the forms of water (solid , liquid and gas) on the Earth.
- Tell your child that our planet Earth is mostly covered with water.
- **Integration of subjects :** Science (forms of water on the Earth) – Social studies (describe a place).
- **Life skills :** Organize parts to form a new or unique whole – Verbal communication.

الممسوحه ضوئيا بـ CamScanner

2. Water : Solid, Liquid And Gas

Activity **Read the following sentences and observe the picture, then put ✓ or ✗ beside the statements below.**

- The picture is for a very cold place.
- The very large piece of ice floating in the ocean is called "iceberg".
- The large icebergs are also called ice mountains.
- In this picture we can see the three forms of water.



1. This place is much colder than Egypt. ( )
2. Clouds are made of ice. ( )
3. This type of ice formation is called iceberg. ( )
4. Cloud is a very large piece of ice floating on the ocean. ( )
5. Large icebergs are also called ice mountains. ( )

- Help your child to describe the forms of water (solid, liquid and gas).
- Discuss with your child what is meant by "iceberg" (It is a very large piece of ice floating in the ocean).
- **Integration of subjects :** Science (forms of water) – English (reading).
- **Life skills :** Verbal communication – Organize parts to form a new or unique whole.

الممسوحة ضوئيا بـ CamScanner

Lesson 2

Three Forms Of Water

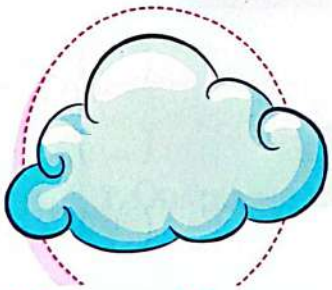
Activity Circle the form of water that suits each picture.

Ice

Liquid Solid Gas

Water

Liquid Solid Gas



Water Vapor
(example : cloud)

Liquid Solid Gas

Notes for parents

- Discuss with your child the three forms of water.
- **Integration of subjects :** Science (forms of water) – English (reading).
- **Life skills :** Define relationships between different objects – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Lesson 3

Fresh Water

Activity **Complete the following table using the words below.**
(swimming - rivers - seas - drinking - boating - cooking)

Fresh water

Salty water

Natural sources :	..... , lakes and underground springs.	..... and oceans.
Its uses :	..... , ... , boating, bathing, watering crops, swimming and boating.	..... , fishing and .....

- Let your child write some sources of fresh water such as (rivers, lakes, ... etc.) and some sources of salty water such as (seas, ... etc.).
- Let your child write some uses of fresh water such as (drinking, cooking, fishing, ... etc.) and some uses of salty water such as (swimming, boating, ... etc.).
- **Integration of subjects :** Social studies (sources of fresh and salty water) – English (writing).
- **Life skills :** Define relationships between different objects – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

Lesson 4

1. Monuments Of Egypt

Activity Match each Egyptian monument with its name and its information.

Hatshepsut temple

It is the tallest building in Egypt and it is made up of concrete.

Cairo tower

It is made up of metal and it was established to honor Saad Zaghloul.

Statue of Saad Zaghloul

It is a religious building. Stones were used to build this monument.

Choose :

A ..... is a structure that honors a special person or an event that is important in history. (requirement – monument – design)

Write a sentence using the word "monument".

.....

.....

Notes for parents

- Talk with your child about the Egyptian monuments and help him/her to describe them.
- Discuss with your child the meaning of the word "monument" (It is a structure that honors a special person or an event that is important in history).
- **Integration of subjects :** Social studies (Egyptian monuments) – English (reading and writing).
- **Life skills :** Observation – Verbal communication.

الممسوحة ضوئيا بـ CamScanner

2. A Monument Ticket

- Observe the following that shows a ticket of the Egyptian museum, then create your own ticket.

- Help your child to create a ticket of his/her monument and add the information shown on the above ticket like monument name, ticket number and ticket value.

الممسوحة ضوئيا بـ CamScanner

I Have Learned That

The forms of water are

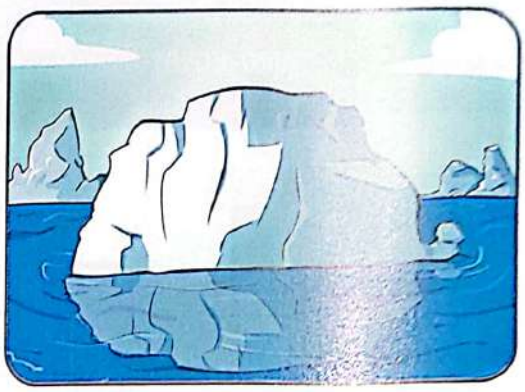
Solid
(Ice)

Liquid
(Water)

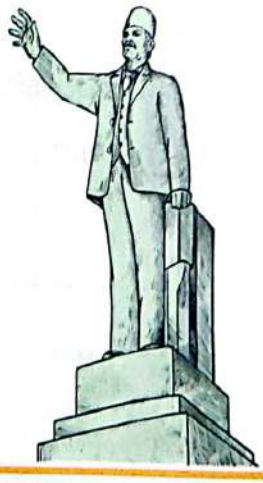
Gas
(Water vapour)

- Our planet Earth is mostly covered with water.

- An iceberg is a very large piece of ice floating on an ocean.



- A monument is a structure that honors a special person or an event that is important in history.



الممسوحة ضوئيا بـ CamScanner

Quiz
On Chapter Three

1 Complete the following sentences by using the words below :

(Earth – seas)

1. The planet on which we live is called the .....
2. Oceans and ..... are from natural source of salty water.

2 Choose the correct answer :

1. Water vapor is the ..... form of water.
   a. solid b. liquid c. gas
2. We need ..... water in watering crops.
   a. fresh b. salty c. polluted

3 Match each object to its form of matter :

Objects	Forms of matter
1. Ice.	a. Solid.
2. Water vapor.	b. Liquid.
3. Water.	c. Gas.

1. ..... 2. ..... 3. .....

4 Put (✓) or (✗) :

1. The monument is a structure that honors a special person or an event that is important in history. ( )
2. The Earth is mostly covered with ice. ( )

الممسوحة ضوئيا بـ CamScanner

Quiz
On Theme Two

1 Choose the correct answer :

1. Ice is the ..... form of water.
   a. liquid b. solid c. gas
2. Zebra lives in ..... habitat.
   a. forest b. desert c. farm
3. The ..... is a very large piece of ice floating in the ocean.
   a. cloud b. space c. iceberg

2 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. Fox lives in	a. water vapor.
2. Clouds are example of	b. desert habitat.

1. ..... 2. .....

3 Choose the suitable habitat for each object :

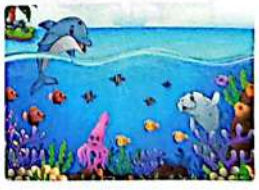
1.
a. Sea

b. City

c. Farm

2.
a. Desert

b. Farm


c. Sea

الممسوحة ضوئيا بـ CamScanner

4 Put (✓) or (✗) :

1. Gorilla lives in ocean habitat. ( )
2. Giza pyramids are the most famous monuments in Egypt. ( )
3. The Sun appears bigger than other stars because it is closer to us a natural object. ( )

---

5 Complete the following sentences using the words below :

(farm – salty)

1. Oceans are from the natural resources of ..... water.
2. Ducks live in ..... habitat.

الممسوحة ضوئيا بـ CamScanner

The Gift

My Monument

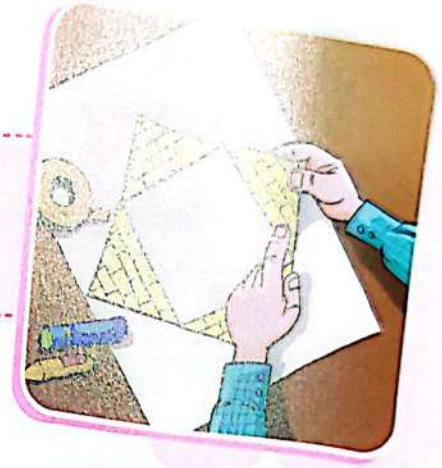
Follow these steps to make your model

"Giza pyramids"

(using the separate gift with the book)

1

Press out the pyramids shapes.



2

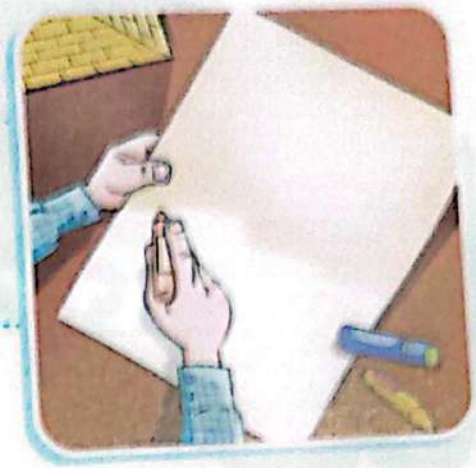
Fold each pyramid and stick it using a glue stick.

Notes for parents

- Help your child to make the monument.
- Let your child describe his/her monument (shapes/length/ types of materials he/she used ....).

الممسوحة ضوئيا بـ CamScanner

3 Use your yellow crayon to color a piece of rectangular carton.

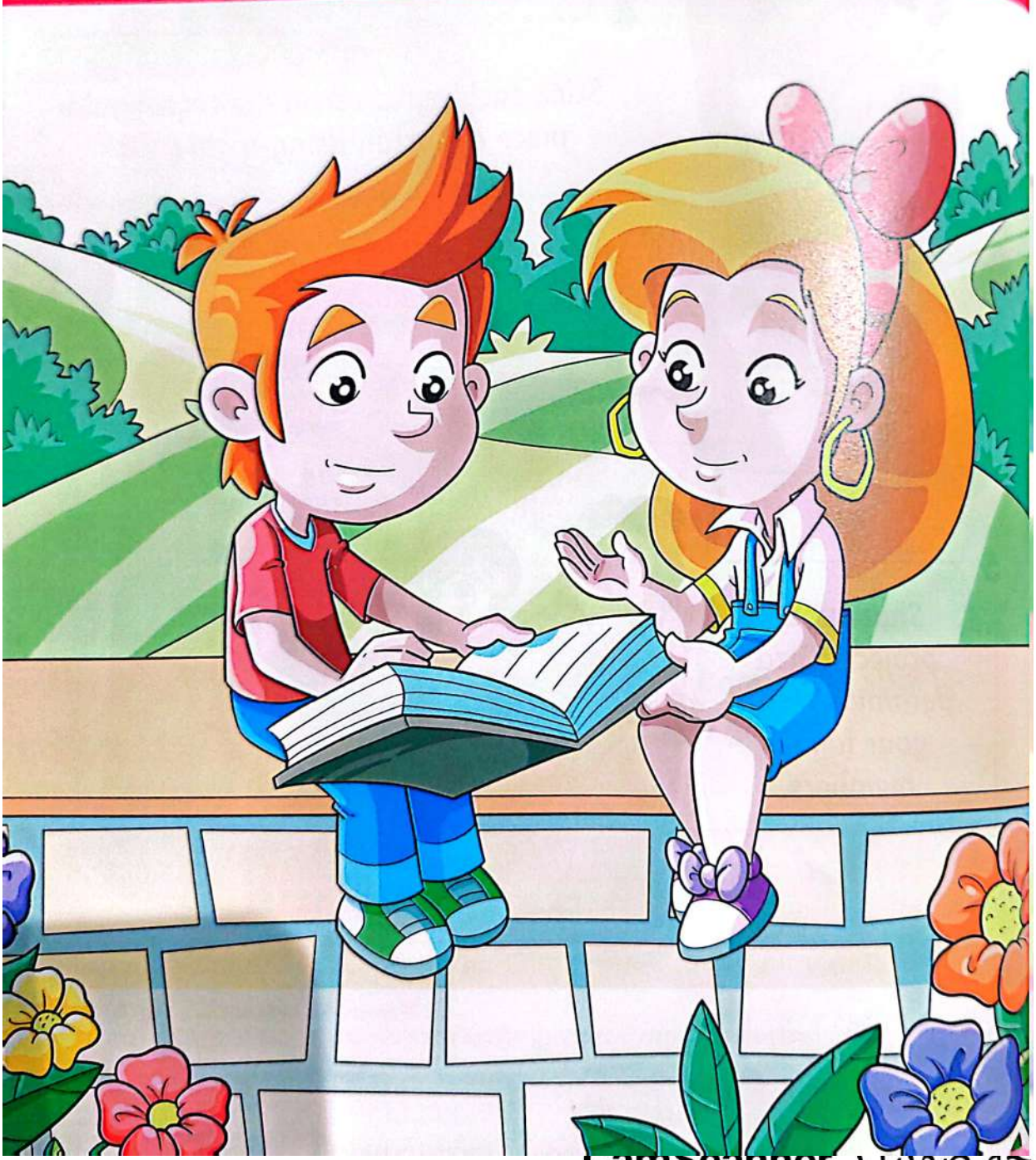


4 Stick each pyramid on the rectangular piece of carton using a glue stick.

5 Share your project "Giza pyramids" with your family members.

الممسوحة ضوئيا بـ CamScanner

Glossary



الممسوحة ضوئيا بـ CamScanner

THEME 1

Who Am I ?

Chapter 1

Advise	ينصح
Apologize	يعتذر
Beat	يضرب
Breakfast	وجبة الأفطار
Citizen	مواطن
Classmate	زميل الدراسة
Compromise	حل وسط
Conflict	خلاف
Cooperate	يتعاون
Daily routine	النظام اليومى
Describe	يوصف
Dinner	وجبة العشاء
Encourage	يشجع
Fixing	إصلاح
Garbage	القمامة
Help	يساعد
Interrupt	يقاطع
Jobs	أعمال / وظائف
Lies	أكاذيب
Lunch	وجبة الغذاء
Manage time	ينظم الوقت
Neighbor	جار
Notice	يلاحظ
Organize	ينظم
Politely	بأدب
Preparing	تحضير
Priorities	الأولويات
Problem	مشكلة
Respectful	محترم
Responsibilities	مسئوليات
Schedule	جدول
Share ideas	يشارك الأفكار
Spare time	وقت فراغ
Spend	يقضى
Solution	حل
Solve	يحل
Suggest	يقترح
Tidy	مرتب / يرتب
Traffic lights	إشارات المرور
Truth	الصدق
Wash	يغسل

Chapter 2

Adult	مراهق
Beak	منقار
Bones	عظام
Bring	يحضر
Broom	مكنسة
Butterfly	فراشة
Bugs	حشرات
Cereals	حبوب
Chew	يمضغ
Claw	مخلب
Commercial	إعلان
Community	المجتمع
Conservation	ترشيد
Dairy product	منتجات ألبان

الممسوحة ضوئيا بـ CamScanner

Decide	يقرر
Elder	رجل عجوز
Expired	منتهى الصلاحية
Feed	يطعم
Get rid of	يتخلص
Grow up	ينمو
Healthy	صحى
Independently	بشكل مستقل
Life cycle	دورة حياة
Muscles	عضلات
Nest	عش
Pests	آفات
Reach	يصل
Safe	آمن
Source	مصدر
Stages	مراحل
Talon	مخلب
Take care	يعتنى بـ
Teenager	مراهق
Waste	فضلات
Wings	أجنحة
Yogurt	زبادى

Chapter 3

Advice	نصيحة
Agricultural	زراعى
Cash register	مكينة النقود
Categorizing	تصنيف
Chef	طباخ
Commercial	تجارى
Delicious	لذيذ
Developing	يطور
Experiment	تجربة
Eye drop	نقط للعين (قطرة)
Future	مستقبل
Green pepper	فلفل أخضر
Industrial	صناعى
Knitting	حياكة
Languages	لغات
Meals	وجبات
Medical	طبى
Musician	موسيقار
Pets	الحيوانات الأليفة
Profession	وظيفة
Research	بحث
Seeds	بذور
Selling	بيع
Sewing	خياطة
Survey	استطلاع رأى
Tasks	مهام
Tourism	سياحة
Tourist	السائح
Transportation	وسائل المواصلات
Trip	رحلة
Wildlife	الحياة البرية

الممسوحة ضوئيا بـ CamScanner

THEME 2 World Around Me

Chapter 1

Bright	لامع
Close to	قريب من
Dark	مظلم/معتم
Day sky	السماء نهارًا
Exist	توجد
Far away	بعيد جدًا
Night sky	السماء ليلاً
Observe	يلاحظ/يراقب
Pattern	نمط
Rising	يشرق
Stars	نجوم
Size	حجم
Space	فضاء
Sunrise	شروق الشمس

Chapter 2

Beach	شاطئ
Cactus	صبار
City	مدينة
Conditions	ظروف
Dove	حمامة
Desert	صحراء
Environment	بيئة
Egret	طائر أبو قردان
Farmland	أرض زراعية
Goose	وزة
Habitat	موطن
Herbs	أعشاب
Hawk	صقر
Living things	كائنات حية
Mountain	جبل
Ocean	محيط

Chapter 3

Established	مؤسس
Forms	أشكال
Gas	غاز
Honor	تكريم
Iceberg	جبل جليد
Liquid	سائل
Monument	نصب تذكارى
Matter	المادة
Pyramid	هرم
Religious	دينى
Solid	صلب
Springs	الينابيع
Statue	تمثال
Steam	بخار
Stones	حجارة
Temple	معبد
Temperature	درجة الحرارة
Tower	برج
Water vapor	بخار الماء

الممسوحة ضوئيا بـ CamScanner